REPORT RESUMES

ED 012 838 AC 000 453

SERVICEMEN LEARN TO READ. PRACTICE BOOK NUMBERS I AND II.
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ARMED FORCES INST., MADISON, WIS.
REPORT NUMBER EDUC-MANUAL-MB-001-2 PUB DATE 56
EDRS PRICE MF-~~$0.50~~ HC-~~$4.56~~ ~~114P.~~
2.00 9.76 244 P.

DESCRIPTORS- *WORKBOOKS, *READING MATERIALS, *MILITARY TRAINING, *LITERACY EDUCATION, INSTRUCTIONAL MATERIALS, ENLISTED MEN,

THIS WORKBOOK IS PLANNED TO HELP SERVICEMEN READ "MEN IN THE ARMED FORCES," AND TO DEVELOP THEIR READING ABILITY. BOOK I CONTAINS 111 LESSONS WHICH COVER 142 PAGES OF THE READER. BOOK II, IN 100 LESSONS, COVERS PAGES [illegible] OF THE READER. SIMPLE INSTRUCTIONS ARE GIVEN BUT MUST BE EXPLAINED BY THE INSTRUCTOR. (SM)

MB 001.2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SERVICEMEN LEARN TO READ

UNITED STATES ARMED FORCES INSTITUTE
····MADISON 3, WISCONSIN

AC000453

ALPHABET IN MANUSCRIPT (CAPITALS)

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

ALPHABET IN MANUSCRIPT (LOWER CASE)

a b c d e f g h i j k l m
n o p q r s t u v w x y z

STROKES IN MANUSCRIPT WRITING

STRAIGHT LINES A E F H I K L M N T V W X Y Z
/ – A V W X Y Z
I – E F H I K L M N T
i k l t v w x y z

CIRCLES— O C G Q — o c e

COMBINATION—CIRCLES—STRAIGHT LINES
B D J P R S U
a b d g p q j f
r s h m n u y

EDUCATIONAL MANUAL MB 001.2

1. *Servicemen Learn to Read*

2. *Practice Book Numbers I and II*

by

3. *Lowry W. Harding*
James B. Burr

TO BE USED WITH
Men in the Armed Forces – MB 001
Parts I–IV

4. *UNITED STATES ARMED FORCES INSTITUTE*
MADISON 3, WISCONSIN

The material presented herewith is for use as an aid in instruction in certain educational activities of the armed forces. The statements and opinions contained are those of the author.

PRACTICE BOOK I

To Be Used With

MEN IN THE ARMED FORCES

Parts One and Two

SERVICEMEN LEARN TO READ

BOOK I

How to Use This Book

Note to the Instructor:

This book is made to help the men read *Men in the Armed Forces* and to develop their reading ability. The men who use this book will need to have someone read the directions to them so that they will know how to proceed. The directions are always printed at the beginning of each lesson. They will tell you and the man who is learning to read just what is to be done. Your work as instructor will be more helpful if you have studied this book.

Begin by reading the next paragraph to the student.

……

If you use this book correctly, you will be able to improve your reading. The directions will tell you what to do. Since directions often use words that are not common and therefore hard to read, you will have to depend upon your instructor to read them for you.

Always be sure that you understand the directions before you try to do the lesson.

……

Lesson 1 (Chapter 1, pages 1–3)

Pete Brown on the Farm

Draw a line under the two words that are the same in each box. The first one is done for you.

Pete pigs cows Pete	cows Brown the Brown	tall tall works on	Here this lives Here
farm horses farm drives	horses pigs cows horses	milks drives feeds drives	pigs cows pigs the
is on the is	the the he in	in on in is	hard farm milks hard

Lesson 2 (Chapter 1, pages 1–3)

Pete Brown on the Farm

**Put an X after the lines that are the same in each box.
The first one is done for you.**

on the farm ....X....
works hard ....
on the farm ....X....
in the barn ....

milks the cows ....
feeds the pigs ....
drives the horses ....
milks the cows ....

Pete Brown works hard. ....
Pete Brown is tall. ....
Pete Brown works hard. ....
Here is Pete Brown. ....

Lesson 3 (Chapter 1, pages 1–3)

Pete Brown on the Farm

Read the words below.
Then put a word on each line.

Pete Brown works on the farm.

He drives the horses.

He milks the cows.

Pete Brown is tall.

Pete feeds the pigs.

(The first line is filled in for you.)

Pete Brown drives ....horses.........................

Pete feeds ....

Pete milks ....

Pete Brown is ....

Pete Brown works on the ....

Lesson 4 (Chapter 1, pages 1–3)

Pete Brown on the Farm

A. Put a word on each line.

Pete Brown is the name of a soldier.

1. His first name is Pete.
2. His last name is Brown.
3. His full name is Pete Brown.

Write your name below.

1. Your first name is ....
2. Your last name is ....
3. Your full name is ....

B. Draw a circle around the right answer.

The first one is done for you.

1. Is Pete a man? [✓ Yes] No
2. Is Pete's last name Brown? Yes No
3. Is Pete Brown his last name? Yes No
4. Is your last name Pete? Yes No

Lesson 5 (Chapter 1, pages 5–8)

Pete Brown on the Farm

A. Read the sentence. Then read the word.

Find the same word in the sentence. Draw a circle around the word.

The first one is done for you.

1. I am in the Army. am
2. Pete Brown drives a tractor. drives
3. The tractor helps Pete plow the field. helps
4. Pete feeds the cows. feeds
5. He milks the cows in the morning. milks
6. Pete has ten cows. ten
7. Pete's farm has many pigs. many

B. Finish each sentence.

The first one is done for you.

1. The horses eat hay

2. The pigs eat ....

3. Pete feeds the ....

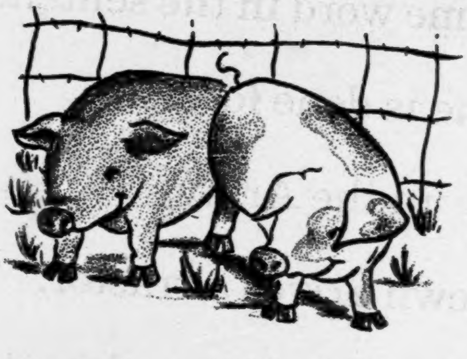
4. Pete drives the ....

Lesson 6 (Chapter 1, pages 5–8)

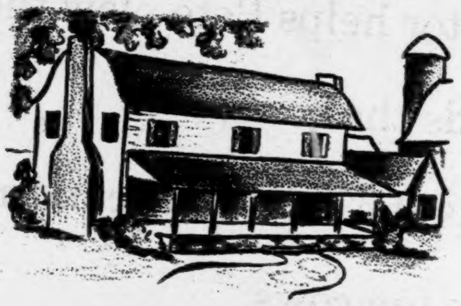
Pete Brown on the Farm

Draw a line under the words that belong with each picture.

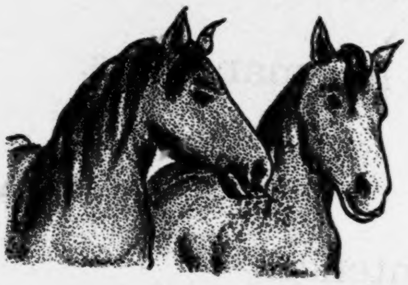
Here are ten cows.
Here are some pigs.
Pete milks the cows.



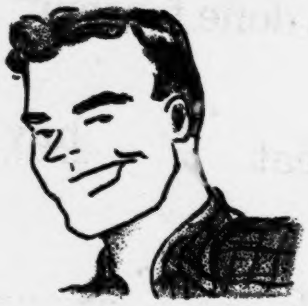
This is a farm.
This is your home.
This is the Army.



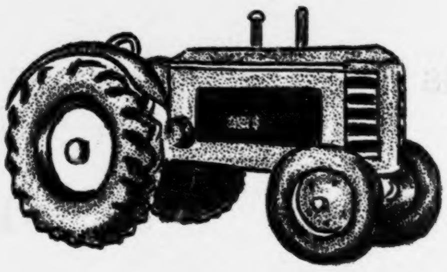
Pete feeds the pigs.
Pete drives the tractor.
Pete drives the horses.



This is your mother.
This is Pete Brown.
This is your father.



Pete drives a tractor.
Pete feeds the pigs.
Pete milks the cows.



Lesson 7 (Chapter 1, pages 5–8)

Pete Brown on the Farm

A. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the right sentences.

The first one is done for you.

1. Pete Brown
2. There are ten cows
3. Pete milks
4. Pete sells
5. Pete takes good care

of the pigs.

the ten cows.

lives on a farm.

on Pete's farm.

some of the pigs.

B. Read the word at the top of the list.

Draw a circle around the word every time you see it.

much	works	takes
money	where	this
many	what	takes
much	works	ten
more	write	takes
much	was	tired

Lesson 8 (Chapter 1, pages 5–8)

Pete Brown on the Farm

A. Look at the top word in each box.

Then look at the word below it.

Make the lower word look like the top word.

works	feeds	milks	Pete's
work	feed	milk	Pete
drives	lives	sits	sometimes
drive	live	sit	some
helps	cows	pigs	takes
help	cow	pig	take

B. Read the sentence. Then read the word.

Find the word in the sentence.

Draw a circle around it.

1. The pigs eat corn.	pigs
2. Pete takes good care of the pigs.	good
3. Pete gets tired of the farm.	farm
4. He has never been away from home.	never
5. Sometimes there is not much money.	there

Lesson 9 (Chapter 2, pages 10–13)

Pete Goes to Town

A. Draw a circle around the right answer.

The first one is done for you.

1. Pete goes to town on Saturday. [✓ Yes] No
2. Sometimes Pete sells eggs. Yes No
3. Pete takes horses to town to sell. Yes No
4. Rivertown is two miles from Pete's farm. Yes No
5. Rivertown has many stores. Yes No
6. Mr. Samson has a feed store. Yes No
7. Pete bought six bags of feed. Yes No
8. The feed cost Pete twelve dollars. Yes No
9. Pete makes money from eggs. Yes No
10. The road to Rivertown is bad. Yes No

B. Cross out the word in each box that does not belong there.

one	three	five	bad	nine
two	boy	six	seven	box
Big	four	has	eight	ten

Lesson 10 (Chapter 2, pages 10–13)

Pete Goes to Town

A. Draw a circle around the word that tells what is done.

The first one is done for you.

1. Pete [✓ drives] a truck.
2. Pete takes pigs to town.
3. Mr. Samson works in the feed store.
4. Pete stopped at Mr. Samson's feed store.
5. Pete goes to town.
6. Mr. Samson sells feed.
7. Mr. Samson buys eggs.
8. Mr. Samson lives in Rivertown.

B. Draw a line under each word that is spoken.

The first one is done for you.

1. "Hello, Pete," said Mr. Samson.
2. "Twenty-four dozen eggs, today," said Pete.
3. "Eggs are forty cents a dozen today," said Mr. Samson.
4. "Hello, Mr. Samson," said Pete.
5. "How many eggs did you bring me?" asked Mr. Samson.
6. Pete said, "The road to Rivertown is good."

Lesson 11 (Chapter 2, pages 10–13)

Pete Goes to Town

A. Choose the right word.

Write it on the line.

An example is done for you.

1. Rivertown is a small town. large small
2. Pete Brown is a .... man. tall short
3. Pete drove to town in a .... car truck
4. Rivertown has .... stores. many few
5. Pete has twenty-four dozen .... today. hens eggs

B. This mark = means "equals."

five cents = a nickel = 5c
ten cents = a dime = 10c
ten dimes = a dollar = $1.00

Draw a line under the right word.

1. Eggs are forty cents a dozen.
   How many dimes are in forty cents? two, four, six
2. Feed cost Pete twelve dollars.
   How many dimes are in one dollar? five, seven, ten
3. Pete had three nickels in his pocket.
   How many cents are in three nickels? five, ten, fifteen

Lesson 12 (Chapter 2, pages 10–13)

Pete Goes to Town

A. Read the word at the top of the list.

Then look at the words in the list.

Draw a circle around the word every time you see it.

on
us
on
at
is
on
by

in
it
is
in
an
am
in

to
go
he
it
to
of
to

there
where
there
then
that
the
there

what
who
when
what
where
what
why

where
then
when
that
where
there
where

Pete Goes to Town

B. Write on, in, or to on each line.

1. On Saturday Pete goes .... town.
2. Pete sits .... the tractor.
3. Mr. Samson works .... the feed store.
4. Pete lives .... a farm.
5. There are four dimes .... forty cents.
6. Pete said hello .... Mr. Samson.

C. Write there, what, or where on each line.

1. Sometimes .... is not much money.
2. .... feed does Pete give the pigs?
3. .... does Pete work?
4. .... does Pete take to town?
5. .... does Mr. Samson sell feed?
6. .... are ten cows on Pete's farm.

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Lesson 13 (Chapter 2, pages 14–18)

Pete Goes to Town

A. Draw a line under the right word.

1. Mr. Samson (has, have) a son named Tim.
2. Tim (is, was) in the Army.
3. Tim (was, is) stationed in Hawaii.
4. Pete (went, gone) to the hardware store.
5. Pete also (go, went) to the dentist.
6. Pete said, "I (am, was) late today."

B. Write one of these names on the line.

Pete, Tim, Mr. Samson, Bob.

1. .... works in a gas station.
2. .... is in the Army.
3. .... works in the feed store.
4. .... lives on a farm.
5. .... paid his dentist bill.

Lesson 14 (Chapter 2, pages 14–18)

Pete Goes to Town

A. Put s, ed, and ing at the end of each word to make new words.

Example

look	milk	work	walk
looks	....	....	....
looked	....	....	....
looking	....	....	....

B. Draw a line under the right word.

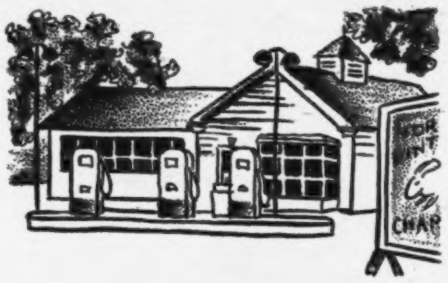
1. Tim is (liking, liked) the Army.
2. Pete (stopping, stopped) at the grocery.
3. Bob (works, working) at the gas station.
4. Pete always (stop, stops) at this gas station.
5. Bob (like, likes) Pete.

Lesson 15 (Chapter 2, pages 14–18)

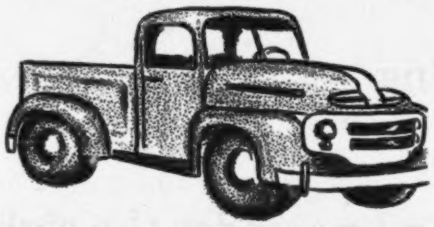
Pete Goes to Town

Draw a line from the words to the right picture.

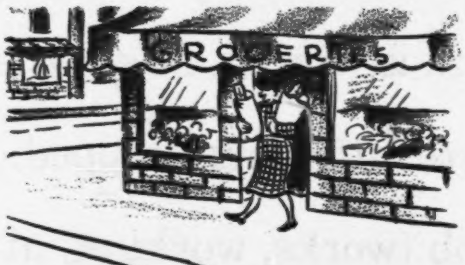
1. Pete goes to this grocery.



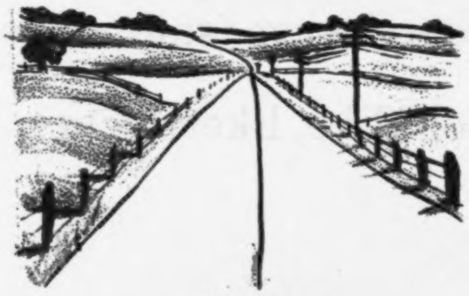
2. Bob works at the gas station.



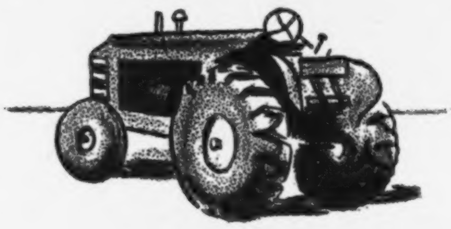
3. This is the road to Rivertown.



4. Pete drives a tractor.



5. This is a truck.



Lesson 16 (Chapter 2, pages 14–18)

Pete Goes to Town

A. Cross out the word, in each box, which does not fit.

horses	Saturday	penny	three
pigs	Sunday	good	six
trucks	Monday	nickel	told
cows	store	dime	ten

B. Some words tell where.

Some words tell when.

Put each of the words below under where or when.

show	grocery	today	tonight	store
Rivertown	farm	night	morning	Saturday

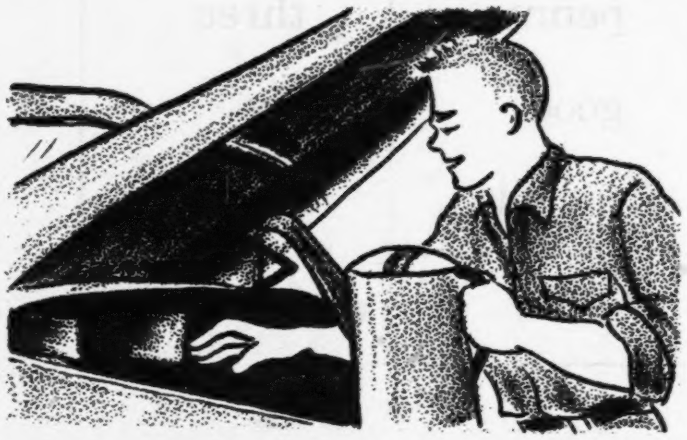
where	when
....	....
....	....
....	....
....	....
....	....

Lesson 17 (Chapter 3, pages 21–24)

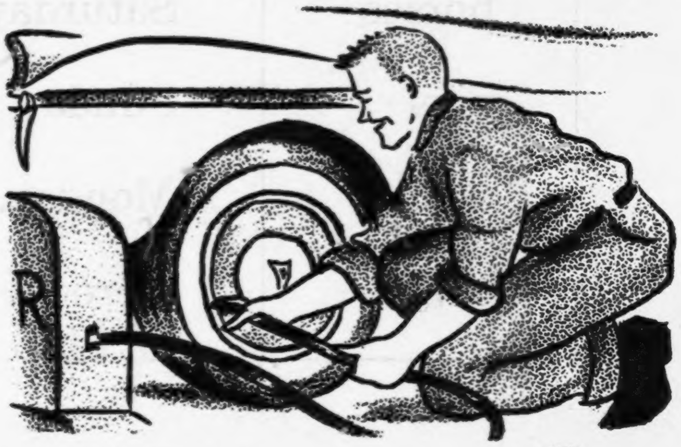
Bob Jones and His Job

Bob works at a gas station.

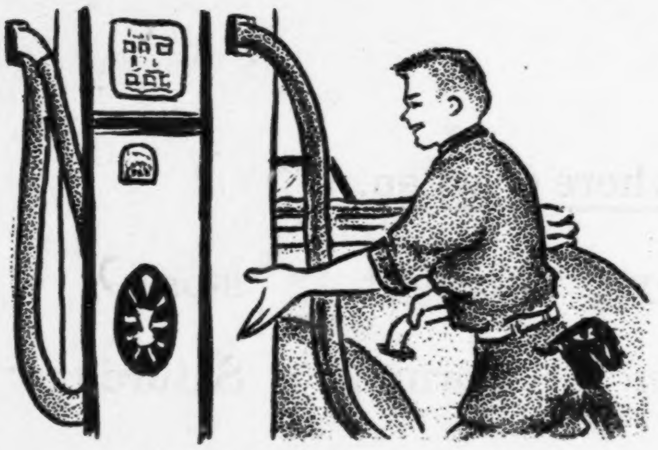
Look at the picture. Put the right word on the line.



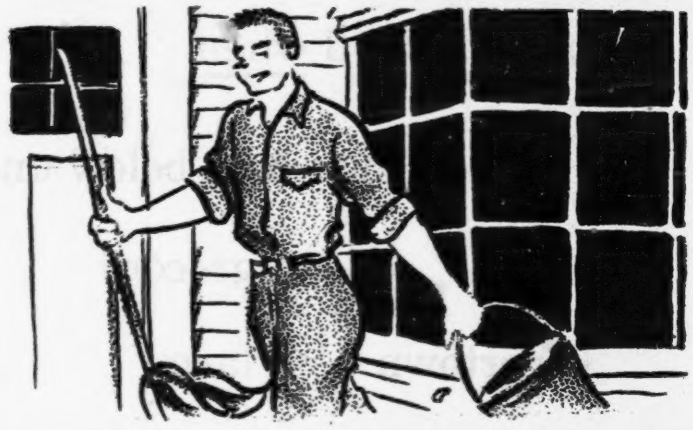
1. Bob puts .... in cars.



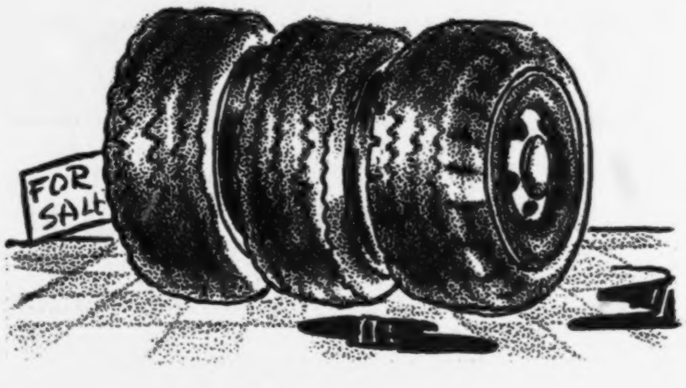
2. He puts .... in tires.



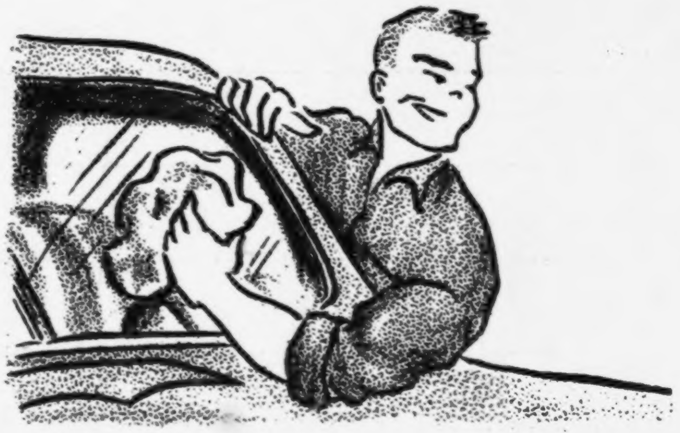
3. Bob sells ....



4. Bob keeps the station.................



5. He sells ....



6. Bob cleans ....

Lesson 18 (Chapter 3, pages 21–24)

Bob Jones and His Job

Read the sentences. Then answer the questions by drawing a circle around the right words.

1. There are twenty-four hours in one day.
2. Bob Jones works ten hours each day.
3. Bob sleeps eight hours each night.
4. There are seven days in each week.
5. Bob Jones works six days each week.

1. How many hours are there in each day?

   ten, twelve, twenty-four

2. How many hours does Bob Jones work each day?

   ten, eight, six

3. How long does Bob sleep each night?

   six hours, eight hours, ten hours

4. There are how many days in one week?

   nine, seven, eight

5. How many days each week does Bob Jones work?

   five, four, six

Lesson 19 (Chapter 3, pages 21–24)

Bob Jones and His Job

Bob and Pete do not do the same jobs.

Below are the jobs that Bob and Pete do.

Put the right name on each line.

1. .... works in a gas station.
2. .... puts air in tires.
3. .... milks the cows.
4. .... drives a tractor.
5. .... cleans the gas station.
6. .... feeds the pigs.
7. .... sells gasoline and oil.
8. .... puts water in cars.
9. .... cleans windshields.
10. .... sells eggs.
11. .... drives horses.
12. .... takes pigs to town.
13. .... buys feed.
14. .... sells tires.
15. .... greases cars and trucks.

Lesson 20 (Chapter 3, pages 21–24)

Bob Jones and His Job

A. Draw a line under the things that grow on a farm.

Draw a circle around the things you find at a gas station.

gasoline
cows
horses
oil

corn
grease
pigs
tires

batteries
eggs
windshields
feed

B. Write a sentence about Bob.

....

C. Write a sentence about Pete.

....

Lesson 21 (Chapter 3, pages 26–29)

Bob Jones and His Job

A. Look at each word. Write it on the line in front of the letter s.

The new word you make means more than one.

	One	More than one
Example:	barn	barns
	job	..............................s
	station	..............................s
	winter	..............................s
	hour	..............................s
	ship	..............................s

B. Write the right word on the line.

1. Draw a line under the .... word. right just
2. Cross out the .... that does not fit. picture word
3. Draw a circle around the right .... answer cross
4. Put the right word on the .... page line
5. Draw a line from the word to the right .... picture circle

Lesson 22 (Chapter 3, pages 26–29)

Bob Jones and His Job

A. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the right sentences.

1. Bob's uncle is in	named Ned
2. Bob's uncle is	his travels
3. Uncle Ned writes to	about his ship
4. He writes about	the Navy
5. Uncle Ned tells Bob	Bob often

B. Write Yes or No on each line.

1. Bob often thinks of Uncle Ned. ....
2. Bob reads Uncle Ned's letters to Pete. ....
3. Uncle Ned does not like his ship. ....
4. Bob thinks Uncle Ned has a poor job. ....
5. Bob's uncle is in the Army. ....
6. Bob does not like his job. ....
7. Bob is saving money. ....
8. Bob is looking for a better job. ....
9. In winter, Bob's job is hot work. ....
10. Bob works six days each week. ....

Lesson 23 (Chapter 3, pages 26–29)

Bob Jones and His Job

A. Choose the right word for each line.

Write the word on the line.

1. Bob tries to be .... (happy, sad)
2. In summer Bob gets very .... (cold, hot)
3. In winter Bob gets very .... (cold, hot)
4. Bob does not like the .... hours. (short, long)
5. Bob is looking for a .... job. (better, worse)
6. Uncle Ned's ship is .... (ugly, beautiful)
7. Uncle Ned is .... (unlucky, lucky)
8. Bob keeps the station .... (clean, dirty)
9. Bob Jones' job is .... (hard, easy)
10. Bob works .... hours each day. (ten, four)

B. Find the answer in the book. Write the answer on the line.

1. Where does Bob Jones live? ....
2. Who is Bob's buddy? ....
3. Where does Bob Jones work? ....
4. Where does Pete work? ....
5. What does Uncle Ned tell Bob? ....

Lesson 24 (Chapter 4, pages 32–36)

Pete's Home and Family

Write these words and phrases under the right headings.

is a good mother
cooks the food
works long hours
helps with the chickens
likes to see things grow
works with animals
cleans the house
has not saved much money
has a large farm
helps with the garden

Mr. Brown

1. ....
2. ....
3. ....
4. ....
5. ....

Mrs. Brown

1. ....
2. ....
3. ....
4. ....
5. ....

Lesson 25 (Chapter 4, pages 32–36)

Pete's Home and Family

A. Choose the right words for each line.

Write the word or words on the line.

1. Mrs. Brown .... a good mother.
(is, is not)

2. She .... her son.
(loves, does not love)

3. Mr. Brown .... saved much money.
(has, has not)

4. Pete .... helping to pay for the tractor.
(is, is not)

5. Mr. Brown .... more machinery.
(does want, does not want)

6. Pete .... to work with machinery.
(likes, does not like)

7. Pete .... to work with horses.
(likes, does not like)

8. Mrs. Brown .... Pete to be happy.
(wants, does not want)

9. Mr. Brown .... Pete to stay on the farm.
(wants, does not want)

10. Pete's father .... long hours.
(works, does not work)

Lesson 25 (continued)

Pete's Home and Family

B. Each word below has a small word in it.

Some of the words have more than one small word in them.

Draw a circle around the small words.

Two of the words are done for you.

1. farming
2. lived
3. Saturday
4. today
5. stopped
6. sixty
7. cleaning
8. always
9. answered
10. hardware
11. working
12. hunted
13. shooting
14. farmer
15. helped
16. Rivertown
17. drives
18. feeding
19. looked
20. gasoline

Lesson 26 (Chapter 4, pages 32–36)

Pete's Home and Family

A. Add "ing" to each word below, to make new words.

Do it like this:

farm	work
farming	working

feed	clean	grow
....	....	....
cook	help	go
....	....	....
milk	want	tell
....	....	....

B. Write the answers on the lines.

1. Look on page 32 in *Men in the Armed Forces* and find the names of Pete's mother and father.

   ....

2. Look on page 33 and find what Pete's mother does in the house.

   ....

3. Look on page 35 and find what machine Pete likes to drive.

   ....

Lesson 27 (Chapter 4, pages 32–36)

Pete's Home and Family

A. Which is right?

Put an X in front of the right answer.

1. Pete asked his father to buy some farm machinery.

.... Mr. Brown bought a windmill.

.... Pete's father bought a tractor.

2. Mrs. Brown was a big help on the farm.

.... Pete's mother helped with the garden.

.... Mrs. Brown drove the tractor.

3. The tractor is not paid for.

.... Pete lost the money for the tractor.

.... Mr. Brown does not save much money.

4. Pete may leave the farm.

.... Pete does not like to work with horses.

.... Pete does not like his mother and father.

5. Mr. Brown gets very tired.

.... Pete's father works long hours.

.... Mrs. Brown is not a good cook.

Lesson 28 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

A. Read again pages 38–42 in *Men in the Armed Forces.*

Then write Yes or No after each sentence.

1. Bob and Pete like to hunt. ....
2. Pete hunts on his father's farm. ....
3. Pete has a cat named Brownie. ....
4. There are many rabbits in Pete's barn. ....
5. Brownie likes to go hunting. ....
6. Pete is a poor shot. ....
7. Bob shot ten rabbits. ....
8. Brownie never gets tired. ....

B. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the right sentences.

The first one is done for you.

1. There are rabbits	a hunting dog.
2. Brownie is	the first rabbit.
3. Pete was ready	was wagging.
4. Bob shot and killed	to go hunting.
5. Brownie's tail	on Pete's farm.

Lesson 29 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

This page has some words for practice.

A. Draw a circle around the letters "an" in every word.

1. and
2. man
3. can
4. ran
5. any
6. another

B. Draw a circle around the letters "as" in every word.

1. has
2. last
3. was
4. asked
5. pass
6. past

C. Draw a circle around the letters "er" in every word.

1. after
2. bigger
3. never
4. later
5. river
6. ever

D. Draw a circle around the letters "air" in every word.

1. pair
2. airplane
3. hair
4. fair
5. chair
6. airport

E. Draw a circle around the letters "ow" in every word.

1. blow
2. grows
3. throw
4. now
5. cow
6. how

Lesson 30 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

When we add an ending to a word to make a new word, we sometimes have to change some of the letters.

If you add the ending "ing" to a word that ends in "e," you will have to drop the "e" and then add "ing."

Do it like this:

like	make	dance
liking	making	dancing
take	save	have
....	....	....
tire	grease	leave
....	....	....
write	come	change
....	....	....
drive	hope	give
....	....	....
bake	care	smile
....	....	....

Lesson 31 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

Draw a line under the right word.

rabbits
1. There are fish on Pete's farm.
monkeys

horse
2. Pete has a cat named Brownie.
dog

flying.
3. Bob and Pete went hunting.
riding.

ran
4. Bob walked to Pete's farm.
drove

some
5. Pete said, "There are few rabbits in the field."
no

bum
6. Pete was a poor shot.
good

Lesson 32 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

A. These marks (“ ”) are used to show the words that are said.

1. In these sentences draw lines under the words that are spoken.
2. Draw a circle around the name of the one who spoke the words.

---

1. “There are rabbits in the field,” said Pete.
2. “Good shot, Bob!” said Pete.
3. “I was lucky,” said Bob.
4. Bob said, “Let’s sit under this tree.”
5. Pete said, “I like to hunt.”
6. “Brownie is a hunting dog,” said Pete.
7. Pete asked, “Is this a good place to rest?”
8. Bob said, “Brownie is tired.”

B. Read these sentences. Put these marks (“ ”) to show which words are spoken.

1. I was lucky said Bob.
2. Pete said I shot five rabbits.
3. Bob said Brownie is tired.
4. Where are the rabbits? asked Bob.

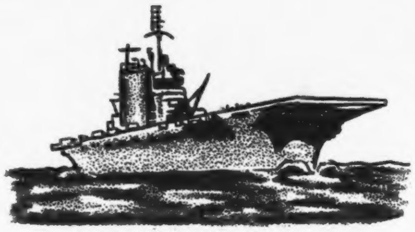
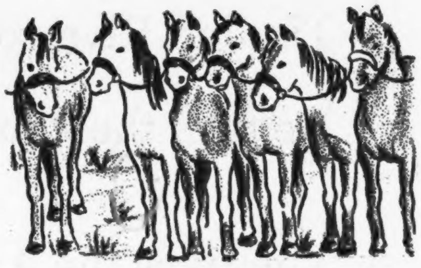
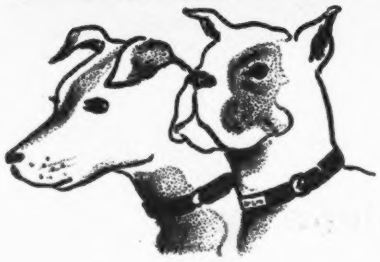
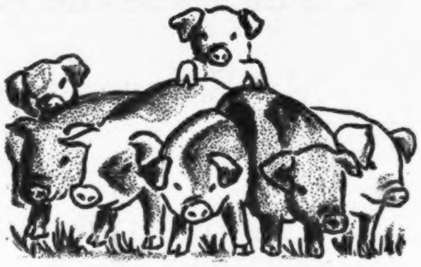
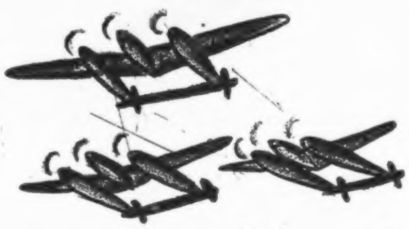
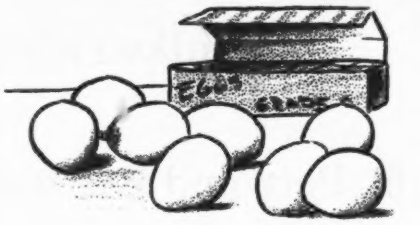
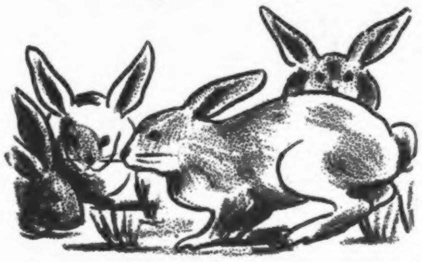
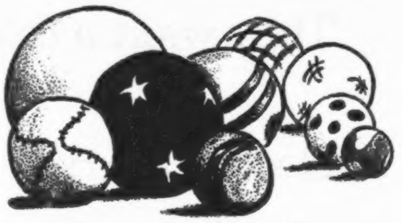
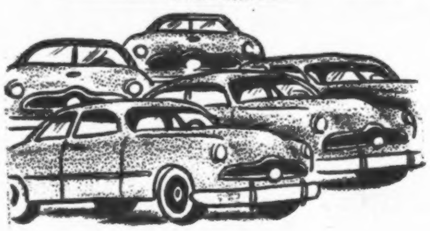
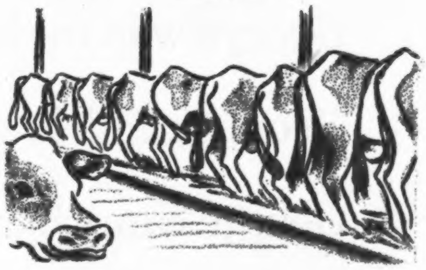
Lesson 33 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

Here are the first ten numbers.
The name of each number is written below the number.

1	2	3	4	5	6	7	8	9	10
one	*two*	*three*	*four*	*five*	*six*	*seven*	*eight*	*nine*	*ten*

See how many things are in each picture.
Write the number and the name of the number on the lines.
The first two are done for you.

	Number and Name		Number and Name
	1 *one*		
	2 *two*		
			
			
			

Lesson 34 (Chapter 6, pages 44–49)

Pete and Bob Talk Army and Navy

Put an X in front of the stories that tell about Bob and Pete.

.... 1. The two buddies had gone to the same school.

Pete lived on a farm.

Bob lived in town.

.... 2. Tim lived in Rivertown.

Tim left Rivertown.

He is in the Army now.

.... 3. Tim likes the Army.

Mr. Samson told Pete about Tim.

.... 4. The buddies found a soft spot under a tree.

They talked about leaving home.

.... 5. Pete and Bob want to travel.

They want a chance to learn something.

.... 6. George Perry lived in Rivertown.

George was in the Army three years.

George's father was sick.

George came home to run the garage.

Lesson 35 (Chapter 6, pages 44–49)

Pete and Bob Talk Army and Navy

Read this story.

A. Bob and Pete went hunting.

Brownie went hunting, too.

They hunted for rabbits.

Bob shot a rabbit.

Pete said, "Good shot, Bob!"

Draw a circle around the names of the men who went hunting.

Draw a line under what Bob shot.

Read the story.

B. Pete and Bob sat under a tree.

They were tired.

They had been hunting a long time.

Bob and Pete talked and talked.

Pete said, "I think I will join the Army."

Draw a line under what Pete said.

Draw a circle around the words that tell where Pete and Bob sat.

Lesson 36 (Chapter 6, pages 44–49)

Pete and Bob Talk Army and Navy

Draw a line under the words which are the same in each box.

dad	tell	say	Navy
been	tell	does	Army
dad	take	will	Navy
do	ten	does	away
ship	out	home	picture
life	in	farm	machine
shot	out	for	machine
ship	was	farm	garage
news	quiet	sure	think
me	quiet	sick	this
was	three	seen	here
news	tree	sick	think
away	join	gas	fine
Army	join	has	four
Navy	gave	him	fine
Army	farm	gas	tired

Lesson 37 (Chapter 6, pages 44–49)

Pete and Bob Talk Army and Navy

A. Each of these words ends in "ed."

Write the word that is left when you take off "ed."

Word ending in "ed"	Small word
asked	ask
joined	....
answered	....
added	....
learned	....
looked	....
wanted	....
painted	....

B. Write the right word on the line.

1. Pete .... Bob to go hunting.
   (ask, asked)
2. George .... the Army.
   (join, joined)
3. "I will join the Army," .... Pete.
   (answer, answered)
4. "I see no future here," .... Pete.
   (add, added)
5. Pete wanted to .... something.
   (learn, learned)
6. Bob .... at a picture.
   (look, looked)

Lesson 38 (Chapter 6, pages 44–49)

Pete and Bob Talk Army and Navy

Here are some questions. The answers are at the bottom of the page. Choose the right answer. Write it on the line.

1. Where did the buddies sit?

   ....

2. When did Pete go to Plain City?

   ....

3. Was George Perry in the Army or the Navy?

   ....

4. What picture did Bob show Pete?

   ....

5. How long was George Perry in the Army?

   ....

6. Did Bob want to join the Army or the Navy?

   ....

7. What is George Perry doing now?

   ....

8. What did George Perry learn in the Army?

   ....

under a tree

Army

running the garage

a lot about machines

last week

Uncle Ned's ship

Navy

three years

Lesson 39 (Chapter 7, pages 51–57)

Pete and Bob Tell Their Folks

Read again pages 51–57 in *Men in the Armed Forces.* Then write Yes or No after each sentence.

1. Pete had apple pie for supper. ....
2. Mr. Brown had made the pie. ....
3. Pete's mother is a good cook. ....
4. Pete is a poor hunter. ....
5. Pete wants to leave the farm. ....
6. The Army will give Pete an education. ....
7. Pete wants to be a farmer. ....
8. Pete talked a long time with his mother and father. ....
9. Mr. Brown does not need Pete on the farm. ....
10. Mrs. Brown would not let Pete join the Army. ....
11. Bob is going to join the Navy. ....
12. Bob's folks wanted him to join the Navy. ....
13. Sue is Pete's girl. ....
14. Bob likes his work at the gas station. ....
15. The buddies did not want to leave Rivertown for a long time. ....

Lesson 40 (Chapter 7, pages 51–57)

Pete and Bob Tell Their Folks

Read the questions. Then read the three answers.

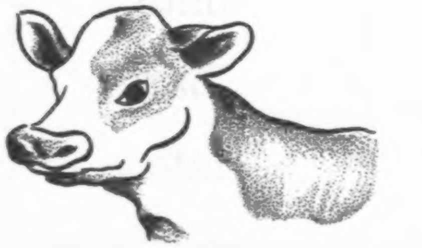
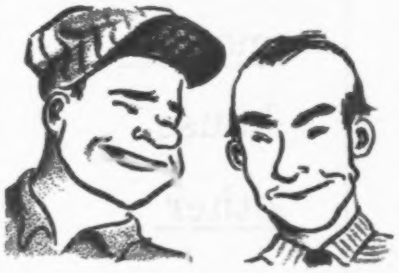
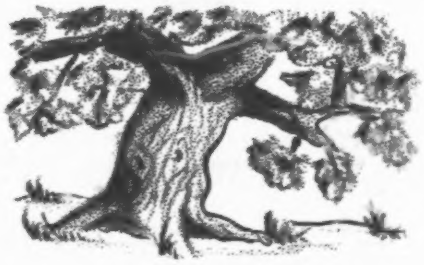
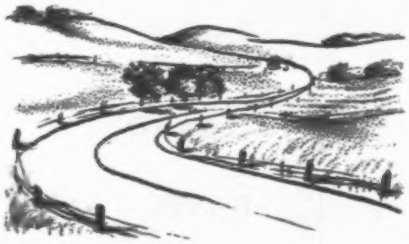
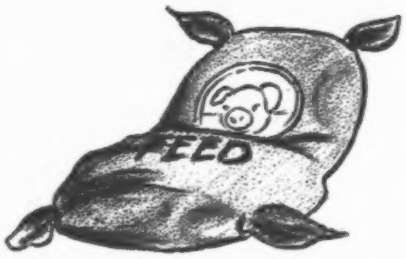
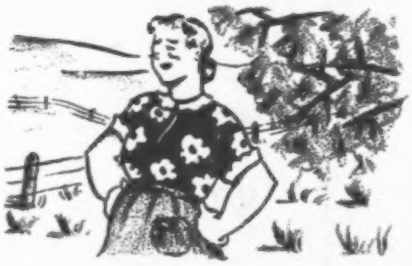
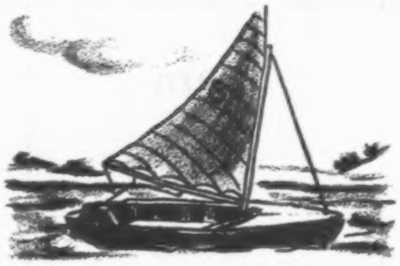
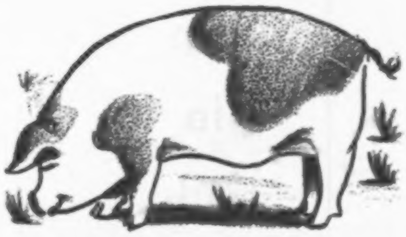
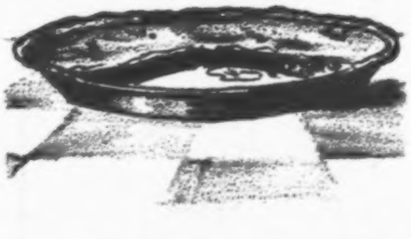
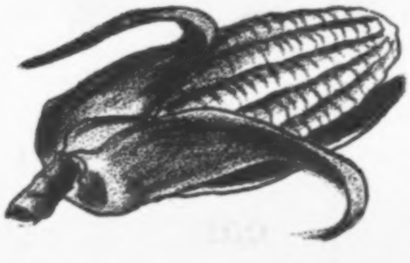
Put a cross (X) in the box after the right answer.

1. Where does Bob work?
   - Bob works in the feed store. ☐
   - Bob works at the gas station. ☐
   - Bob works on the farm. ☐
2. What did Pete and Bob hunt?
   - They hunted horses. ☐
   - Pete and Bob hunted pigs. ☐
   - Pete and Bob hunted rabbits. ☐
3. Who went hunting with Pete and Bob?
   - Brownie went hunting with them. ☐
   - Mr. Brown hunted with them. ☐
   - Sue went hunting with Pete and Bob. ☐
4. Why did Pete have a long talk with his father?
   - Pete told his folks about Sue. ☐
   - He had hurt a man while hunting. ☐
   - Pete told his folks about wanting to join the Army. ☐
5. Why did Pete want to join the Army?
   - He would get fair pay, a chance to travel, a good future. ☐
   - The Army would give him a soft life. ☐
   - Sue wanted him to wear a uniform. ☐

Lesson 41 (Chapter 7, pages 51–57)

Pete and Bob Tell Their Folks

The two words in each box sound alike. One of them tells about the picture. Draw a line from the picture to the right word.

(Words)	(Pictures)	(Words)	(Pictures)
cow how		ten men	
tree three		road load	
seed feed		other mother	
sale sail		dig pig	
my pie		corn horn	

Lesson 42 (Chapter 7, pages 51–57)

Pete and Bob Tell Their Folks

There are three words in each box. Two of the words sound alike. Draw lines under the two words that sound alike. The first one is done for you.

mother house other	away stay try	date long late	moon look soon
leave heave save	Pete feed seed	kiss miss want	hurt give live
Bob good gob	pay say was	sure hot shot	swell said well
soon join coin	dad are had	ham how Sam	he me his
Pete tell eat	my pie Mom	glad had are	not cook look

Lesson 43 (Chapter 7, pages 51–57)

Pete and Bob Tell Their Folks

A. Many things happened to Pete and Bob in Chapters 5, 6, and 7 (pages 38–57). Number these sentences in the order in which things happened. Put number 1 before the thing which happened first. Put number 2 before the thing which happened second, and so on.

.... Mrs. Brown cooks a rabbit pie.

.... The buddies sit under a tree.

.... Pete and Bob go hunting.

.... Pete tells his folks about joining the Army.

.... Bob shoots a rabbit.

.... Pete has a date to tell Sue about the Army.

.... Bob and Pete talk Army and Navy.

B. Below are some sentences about Bob and Pete.

Put a cross (X) in front of the ones that are true.

.... 1. Bob has a girl named Sue.

.... 2. Pete is going to join the Navy.

.... 3. Brownie is a hunting dog.

.... 4. Bob and Pete are buddies.

.... 5. Mr. Brown will miss Pete on the farm.

Lesson 44 (Chapter 7, pages 51–57)

Pete and Bob Tell Their Folks

A. Find a little word in each big word.

Draw a line around each little word.

farm er
hunting
answered
wanted
going

talked
joining
shooting
walking
together

wagging
cleaned
tomorrow
selling
farming

B. Some of these words have two little words in them.

Some of the words have only one little word in them. Draw a circle around each little word you see.

River town
sometimes
hunt ing
today
joining

hardware
talking
farming
windshield
shooting

tonight
talked
sooner
together
something

Lesson 45 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Who said these words? Sue or Pete? Write Sue or Pete on each line.

1. "Hi, Pete, let's go to the show." ....
2. "How about a ride? I want to talk to you." ....
3. "Where shall we go?" ....
4. "What is on your mind, Pete?" ....
5. "Honey, what would you think if I left home?" ....
6. "Why would you go away, darling?" ....
7. "Good pay will help me save some money." ....
8. "Do soldiers have families?" ....
9. "When will I see you again?" ....
10. "I want to spend my furloughs with you." ....

B. Sometimes two words are put together to make one word. Here is an example.

Bob can not swim.	Bob can't swim.

Here are more words often put together.

Let us go to the show.	Let's go to the show.
You do not say much.	You don't say much.

Lesson 46 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Read the story.

Pete has a girl.
Her name is Sue.
Sue is a good looking girl.
Pete had a date with Sue.
He went to Sue's house.
She was waiting on the porch.

Here are some questions.
Draw a line under the right answers.

1. Does Pete have a girl?
   Yes   No
2. What is the name of Pete's girl?
   Sue   Mary   Ann
3. Where was Sue waiting for Pete?
   at the show   in the car   on the porch

B. Here is another story.

Sue and Pete went for a ride.
They stopped to talk.
Pete told Sue he was going to join the Army.

1. Why did Pete stop the car?
   to talk   to walk   to ride
2. What did Pete tell Sue?
   he was going home   he was going to town
   he was going away

Lesson 47 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Make complete sentences. Do this by drawing lines to connect the groups of words in each column. The sentences that you make should agree with the story. Use the text to help you make the right sentences.

1. Pete arrived	his talk with Bob.
2. Pete told Sue about	at Sue's house.
3. Bob was going	drove home.
4. Pete and Sue	wait for Pete.
5. Sue said she would	to join the Navy.
6. Pete was going	to join the Army.

B. Write a sentence about each of these people.

1. Bob ....

....

2. Pete ....

....

3. Sue ....

....

Lesson 48 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Put the right word on the line.

1. Sue .... on the porch.
   (was waiting, wait)

2. Pete .... at Sue's house.
   (arrive, arrived)

3. "I .... to talk to you."
   (want, wanted)

4. Sue .... she would wait for Pete.
   (says, said)

5. Pete .... to write often.
   (promise, promised)

6. Pete .... Sue about the Army.
   (tells, told)

7. Pete .... with Sue.
   (talk, talked)

8. Sue .... Pete with a big smile.
   (met, meet)

B. There are three words in each box. Two of the words sound alike. Draw lines under the two words that sound alike.

road load drove	Brown gone town	smile mile quiet	me tea milk
cow why how	left night right	said gave save	sale Sue sail

Lesson 49 (Chapter 9, pages 64–69)

Pete and Bob Shove Off

A. Read the story. Write in the missing words as you read. The missing words are below the story.

Pete .... to go to the Army.

Mr. Brown needed Pete.

He needed Pete to help pick the corn.

Soon the .... was all in the barn.

Pete had .... hard.

Now he was ready to leave for the ....

worked Army wanted corn

B. Here is a second story. Write in the missing words.

Pete made a promise to his mother.

He .... her he would write often.

Then Pete said .... to his folks.

Bob came for .... in his car.

The buddies .... off together.

Pete goodbye drove promised

Lesson 50 (Chapter 9, pages 64–69)

Pete and Bob Shove Off

Do you remember that you learned how to make one short word from two words? Here are some short words that you have learned.

can't means can not

let's means let us

don't means do not

A. Here are some more short words that you have read in *Men in the Armed Forces.*

it's means it is

what's means what is

I'm means I am

Put on the line the short word that means the same as the two words under the line.

1. Sue .... drive a car.
can not

2. .... play ball.
Let us

3. I .... want to run so fast.
do not

4. .... late for supper.
I am

5. .... your name?
What is

6. Soon .... hunting season.
it is

Lesson 50 (continued)

B. Here are more short words that you need to know.

isn't	means	is not
didn't	means	did not
wasn't	means	was not
couldn't	means	could not
I'll	means	I will
that's	means	that is
doesn't	means	does not

Put on the line the short word that means the same as the two words under the line.

1. Bob .... in the Army.
is not

2. Pete .... join the Navy.
did not

3. Mr. Brown .... at the station.
was not

4. Sue .... shoot a gun.
could not

5. .... go with you.
I will

6. .... a good shot.
That is

7. Sue .... ready.
is not

8. Pete .... like to pick corn.
did not

9. Mr. Brown .... a young man.
was not

10. .... a good tractor.
That is

11. Brownie .... go hunting alone.
does not

Lesson 51 (Chapter 9, pages 64–69)

Pete and Bob Shove Off

Read the first part of each sentence. Then draw a line under the words that make the right ending.

1. When Sue, Pete, and Bob arrived at the station it was

    thirty minutes until train time.
    five minutes until train time.
    one hour before the train left.

2. Pete's orders had arrived

    the day before.
    the week before.
    the month before.

3. Pete was ordered to report

    to Fort Dix.
    to Fort Knox.
    to Camp Allen.

4. Bob will go

    to Dewey Naval Station.
    to Norfolk Naval Station.
    to Great Lakes Naval Training Station.

5. At Camp Allen Pete will learn

    to be a marine.
    to be a sailor.
    to be a soldier.

Lesson 52 (Chapter 9, pages 64–69)

Pete and Bob Shove Off

If you want to write and to read well, knowing the alphabet will help you. Words are made of letters.

There are twenty-six letters in the alphabet. Here is the alphabet:

a b c d e f g h i j k l m n

o p q r s t u v w x y z

Write the alphabet here. Look on the inside of the back cover of this book to see how the letters are written.

A. These words are in the same order as the letters in the alphabet:

1. army — a is the first letter of the alphabet. The word army begins with a, so army is the first word in this list.
2. boat — b is the second letter in the alphabet. The word boat begins with b, so boat is the second word in this list.
3. car — c is the third letter in the alphabet. The word car begins with c, so car is the third word in this list.
4. dog — d is the fourth letter in the alphabet. The word dog begins with d, so dog is the fourth word in this list.

Lesson 52 (continued)

Look at the first letter in each word.

The words are not in the order of the alphabet.

Put them in the right order.

day **a** ....

air **b** ....

barn **c** ....

cold **d** ....

B. Look at the alphabet again.

Study the order of the letters in the alphabet.

Then do the work below.

These words are in the same order as the alphabet.	These words are not in the order of the alphabet. Put them in that order.	
every	father	e ....
farmer	jump	f ....
girl	horse	g ....
house	eating	h ....
into	gave	i ....
join	in	j ....

Lesson 52 (continued)

C.

These words are in the same order as the alphabet.	These words are not in the order of the alphabet. Put them in that order.	
kiss	money	k ....
live	on	l ....
milk	penny	m ....
name	likes	n ....
old	keep	o ....
pay	night	p ....
quiet	vacation	q ....
run	town	r ....
store	quick	s ....
there	will	t ....
us	story	u ....
very	up	v ....
water	ride	w ....

x, y, and z are the last three letters in the alphabet.

Lesson 53 (Chapter 10, pages 72–74)

Pete Is in the Army

Read pages 72–74 again. Then write Yes or No after each of the sentences below.

1. Pete was sorry to leave Sue. ....
2. Sue said she would not wait. ....
3. Bob does not like Sue. ....
4. Pete said he was going to marry Sue. ....
5. After two hours, Pete and Bob left the train. ....
6. Pete and Bob had slept on a train many nights. ....
7. Bob slept in the upper berth. ....
8. Bob had an easy time dressing in his berth. ....
9. Bob and Pete left the train at the same station. ....
10. The buddies were hungry on the train. ....
11. Pete and Bob had breakfast on the train. ....
12. The buddies planned to meet in Washington, D.C. ....
13. Pete said he would not have time to write to Bob. ....
14. Bob left the train soon after breakfast. ....
15. Bob forgot all about his bag. ....

Lesson 54 (Chapter 10, pages 72–74)

Pete Is in the Army

A. Look at the first letter in each of the words below.

The words are not in the order of the alphabet.

Put them in that order.

conductor easy about hungry for

in dressing breakfast great

a ....

b ....

c ....

d ....

e ....

f ....

g ....

h ....

i ....

B. Write a word on each line. The word you write on the line must start with the letter in the box.

Use the words in the list above.

h 1. Pete and Bob were very .... on the train.

b 2. The buddies ate .... on the train.

d 3. Bob had a hard time .... in his berth.

a 4. Sue was swell .... Pete's going away.

g 5. Bob said, "Sue is a .... girl."

i 6. The buddies slept .... berths on the train.

e 7. It is not .... to dress on a train.

c 8. The .... told Bob when to get off the train.

f 9. Before leaving the train, Bob had time .... breakfast.

Lesson 55 (Chapter 10, pages 72–74)

Pete Is in the Army

A. Draw a line under the two words, in each box, that sound alike.

wait away late come	sell time train tell	hurt night wait right	some come here soon
army need farm feed	dog day may many	walk time talk tell	paid had made long
four got corn horn	away have train stay	here hear hen horse	write going right about

B. Draw lines to make each sentence.

1. Pete slept	in the upper berth.
2. Bob slept	"Grand Junction, next stop."
3. Pete and Bob were not	to meet in Washington, D.C.
4. The conductor called	going to the same station.
5. The buddies planned	in the lower berth.

Lesson 56 (Chapter 10, pages 75–78)

Pete Is in the Army

Read again pages 75–78. Then read the questions.

The answers are at the bottom of the page.

Write an answer on each line.

1. Did Pete like the train ride after Bob left?

   ....

2. Did Pete think about his girl?

   ....

3. What would Brownie miss?

   ....

4. What was on the sign Pete saw?

   ....

5. Who was waiting for the men at the gate?

   ....

6. What did the sergeant yell at the men?

   ....

Brownie would miss hunting with Pete and Bob.
On the sign was "Camp Allen. Main Gate."
The sergeant yelled, "And hurry up!"
Yes, Pete thought about Sue.
A sergeant was waiting at the gate.
No. The train ride was dull after Bob left.

Lesson 57 (Chapter 10, pages 75–78)

Pete Is in the Army

There are some words which mean almost the same thing.

An example is: buddy, friend.

Some words mean opposite things.

An example is: hot, cold.

A. Here is a list of words that mean opposite things.

You have read these words.

Clean is the opposite of dirty.
In is the opposite of out.
New is the opposite of old.
Now is the opposite of then.
Stop is the opposite of start.
To is the opposite of from.
Many is the opposite of few.

B. Can you use these words? Write a word on each line. You will need to read pages 75 through 78 in your text again, to be sure of the right words.

1. It was warm in the train. Pete was ....
(hot, cold)

2. Pete had not washed. He felt ....
(clean, dirty)

3. Get .... the truck.
(in, out)

4. Pete thought of .... things.
(many, few)

5. Get in the truck, right ....
(now, then)

Lesson 58 (Chapter 10, pages 75–78)

Pete Is in the Army

A. Read the story. The sentences below the story tell you what to do.

Pete Brown was a farm boy.

He wanted to be a soldier.

He was big and strong.

Pete joined the Army.

He was ordered to report to Camp Allen.

In the story above:

1. Draw a circle around the word that tells what Pete wanted to be.
2. Put a cross (X) by the place where Pete was going.

B. Put a cross (X) in the box by the right answer.

Pete Brown was a
- farm boy ☐
- gas station worker ☐
- painter ☐

Pete Brown was
- short and fat ☐
- small and weak ☐
- big and strong ☐

Lesson 59 (Chapter 10, pages 75–78)

Pete Is in the Army

A. Look at the first letters in each of the words below.

These words are not in the order of the alphabet.

Put them in the order of the alphabet.

name
off
quiet
know
looking
men
just
planned

j ....
k ....
l ....
m ....
n ....
o ....
p ....
q ....

B. Write a word on each line. The words you write on the lines must start with the letter in the box.

You may use the words in the list above.

k 1. “I .... Brownie will miss hunting,” thought Pete.
n 2. Pete’s last .... is Brown.
l 3. .... around, Pete saw a sign.
q 4. Pete was .... after Bob left.
p 5. The buddies .... to meet soon.
j 6. .... then, the conductor called out.
m 7. All the .... were going to Camp Allen.
o 8. Pete grabbed his bag and got .... the train.

Lesson 60 (Chapter 10, pages 75–78)

Pete Is in the Army

A. Read the sentences. Draw a line through the word that does not fit.

1. Pete thought of (many, few) things.
2. He thought about his folks (on, in) the farm.
3. Pete wondered (what, that) Camp Allen would be like.
4. Pete was ready for his (new, old) life.
5. Pete felt hot and (clean, dirty) on the train.
6. Just (then, now) the conductor called, "Camp Allen, next stop."
7. After the conductor called, Pete waited for the train to (stop, go).
8. (From, To) the station, Pete walked (from, to) the main gate of Camp Allen.
9. He saw men (going, coming) the same way.
10. In winter, it is (hot, cold).

B. Draw a line under the words that tell about Pete when he left the train.

hot beautiful tired dirty neat

C. Draw a line under the words that tell how Pete looks.

big strong short tall small

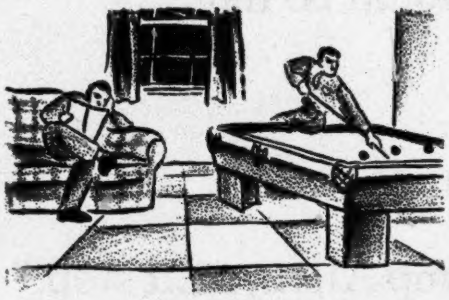
Lesson 61 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

Look at the pictures. Read the phrases.

Draw a line from each phrase to the right picture.

The first one is done for you.

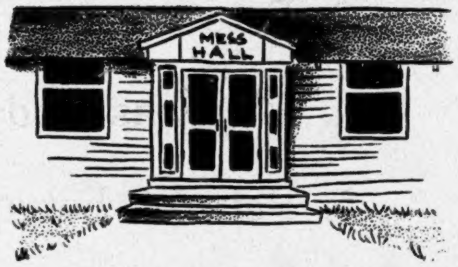


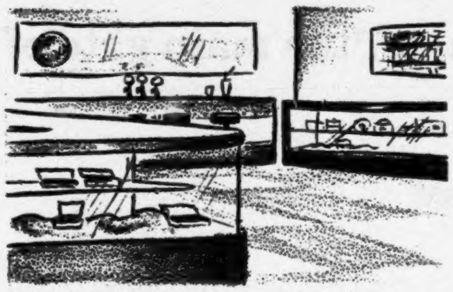
Where soldiers eat

A place to box

A building for having fun

Where Pete ate his first meal in the Army



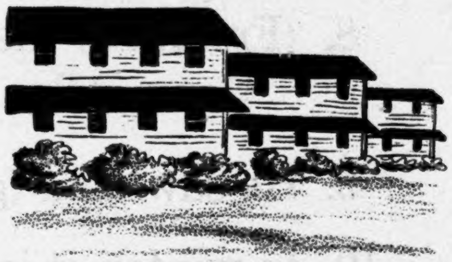


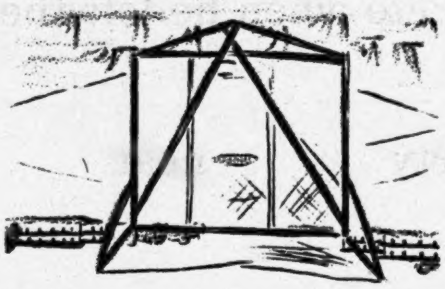
A soldier's store

A place to sleep

Where ice cream is sold

Soldiers live here



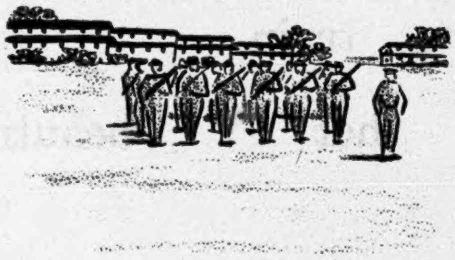


For playing baseball

Where men drill

A good ball diamond

Where Tex loses fat



Lesson 62 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

A. Draw a circle around the words that tell what is done.

The first one is done for you.

1. The truck [✓ rolled] away from the gate.
2. The sergeant sat with the men.
3. A store the Army runs for the men.
4. The soldiers swim in the swimming pool.
5. Get a gallon of ice cream.
6. We play baseball here.
7. The soldiers drill often.
8. The sergeant pointed to a large drill field.

B. Draw a line under the right answer.

1. A barracks is a building where
   - men sleep.
   - soldiers play ball.
   - the train comes in.
2. The Post Exchange is
   - where the men swim.
   - the football field.
   - a soldiers' store.
3. The mess hall is a building where
   - tired soldiers sleep.
   - hungry soldiers eat.
   - soldiers go to read.

Lesson 63 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

A. Read the words in the boxes below.

There are two things about the Army in each box.

Draw a line through the words that do not fit.

The first one is done for you.

drilling shooting ~~fishing~~	Post Exchange hot dog stand recreation hall	feed store barracks mess hall
hospital area Army nurse drug store	rifle range dining car drill field	sergeant soldier farmer
rifle camp barn	barracks mess hall river	conductor Army doctor Post Exchange

B. Read the sentences. Draw a line under the right word.

1. On the rifle range, soldiers (shoot, drill).
2. In the barracks, the men (eat, sleep).
3. When soldiers are sick, they go to the (hospital, Post Exchange).
4. On the drill field, soldiers (play baseball, drill).
5. The men go to the mess hall to (eat, read).

Lesson 64 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

A. Look at the first letter in each of the words below.

These words are not in the order of the alphabet.

Put them in the order of the alphabet.

truck	r	....
visit	s	....
rifle	t	....
wondered	u	....
sergeant	v	....
uncle	w	....

The last three letters of the alphabet are x, y, and z.

Very few words begin with these letters.

The New Soldiers See Camp Allen

B. Write a word on each line.

The word you write on the line must begin with the letter in the box.

You may use the words in the list on page 69.

w 1. Pete .... if he would learn to swim.

r 2. A soldier shoots with a ....

v 3. Pete wanted to .... Bob in Washington, D.C.

u 4. Bob's .... Ned is in the Navy.

s 5. "Can any of you men shoot?" asked the ....

t 6. The men rode in a ....

Lesson 65 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

Have you learned the twenty-six letters of the alphabet?

Can you say them in order?

A. Here are the first thirteen letters.

Use each letter to begin a word.

Write the word on the line.

a ....

b ....

c ....

d ....

e ....

f ....

g ....

h ....

i ....

j ....

k ....

l ....

m ....

You may use the following words.

into
every
gallon
laughed

area
man
fat
joked
building

kiss
camp
happy
drill

Lesson 65 (continued)

The New Soldiers See Camp Allen

B. **Here are the last thirteen letters of the alphabet.**

Use each letter to begin a word.

Write the word on the line.

n ....

o ....

p ....

q ....

r ....

s ....

t ....

u ....

v ....

w ....

x X-ray

y ....

z Zero

You may use the following words.

- very
- under
- want
- recreation
- quiet
- over
- thought
- nurse
- swim
- pointed
- yes

Lesson 66 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

A. Here are more words that mean opposite things.

long is the opposite of short
over is the opposite of under
fat is the opposite of thin
lose is the opposite of gain
yes is the opposite of no
good is the opposite of bad
happy is the opposite of sad
large is the opposite of small

B. Can you use these words?

Write a word on each line.

1. Tex was .... and happy.
(fat, thin)
2. ...., I will do it.
(Yes, No)
3. Ice cream is ....
(good, bad)
4. The sergeant was looking at a .... row of barracks.
(long, short)
5. Camp Allen is ....
(large, small)
6. Tex wanted to .... his fat.
(gain, lose)
7. .... there is the rifle range.
(Under, Over)
8. The recreation hall makes soldiers ....
(happy, sad)

Lesson 67 (Chapter 12, pages 85–89)

The First Army Meal

Read the sentences below. Then answer the questions.

Pete's dad had been in World War I.

Mr. Brown did not like Army food.

Soldiers in World War II said Army food was good.

Pete saw a sign in the mess hall.

The sign said, Take all you want, eat all you take.

The Army buys the best food.

Most Army cooks do a good job.

1. Where did Pete see a sign?

   ....

2. Who was in World War I?

   ....

3. Did soldiers in World War II like Army food?

   ....

4. Does the Army buy good food?

   ....

5. What did the sign in the mess hall say?

   ....

6. Is Army food well cooked?

   ....

Lesson 68 (Chapter 12, pages 85–89)

The First Army Meal

A. Draw a line under the words that tell what Pete had for his first Army meal.

steak
milk
cake
tea

peas
chicken
bread
soup

eggs
butter
ice cream
beets

corn
apples
salad
potatoes

B. Write the answer on the line.

1. What food came from Idaho? ....
cake potatoes tea

2. What food came from Texas? ....
milk ice cream steak

3. What food came from Ohio? ....
peas tea salad

Lesson 68 (continued)

The First Army Meal

C. Pick out what you like for dinner.

Choose one meat, two vegetables, one drink, and one dessert.

Write the words on the lines.

Meats

steak
chicken
ham

Meat

....

Vegetables

mashed potatoes
peas
corn
beets

Vegetables

....
....

Drinks

milk
tea
coffee

Drink

....

Desserts

ice cream
cake
apple pie

Dessert

....

Lesson 69 (Chapter 12, pages 85–89)

The First Army Meal

Here is a list of phrases. Some of them mean food you can taste. Others mean things you can see but not taste.

Put each phrase in the right list.

the brown gravy
a tender steak
the mess hall
a football field
a cold salad
a long letter
some green peas
yellow butter

the cold milk
a good rifle
a new car
a tall tree
the red beets
a hunting dog
a small chicken
the drill field

Taste	**See**
....	....
....	....
....	....
....	....
....	....
....	....
....	....
....	....

Lesson 70 (Chapter 12, pages 85–89)

The First Army Meal

A. Draw lines to make sentences. The page in the text where the whole sentence may be found is given to you.

Page 85	1. Pete's dad had been	he saw this sign.
Page 85	2. Pete followed the sergeant	to fatten you up.
Page 85	3. As Pete went in	into the mess hall.
Page 86	4. The men lined up	in World War I.
Page 86	5. You need potatoes	to be served.

Here are more phrases. Draw lines to make sentences.

Draw lines from each phrase on the left to a phrase or the right.

Page 87	6. Tex found the ice cream	make the food taste good.
Page 88	7. The men finished their first	said the sergeant.
Page 89	8. Army cooks	at the end of the line.
Page 89	9. "We have to find	meal in the Army.
Page 89	10. "Come on, men,"	some bunks."

B. Below are more words that mean opposite things.

Draw lines to join the words that have opposite meanings.

The first one is done for you.

1. dull	sorry
2. late	after
3. come	early
4. before	bright
5. glad	go

Lesson 71 (Chapter 12, pages 85–89)

The First Army Meal

A. Read the words in the boxes below.

Two words in each box are about things to eat and drink.

Draw lines under these words. One is done for you.

peas corn tree car	steak stay store soup	train potatoes gravy grow	chicken conductor bread buy
ice cream gas station apple pie rifle range	tea coffee ten train	ham him eggs early	beets barn house cake
sells about salad apples	bread butter sign gallon	ice cream building road cake	give chicken gravy better

B. Cross out (————) the word that does not fit.

1. Which of these words is not a meat?

   ham steak peas chicken

2. Which of these words is not a vegetable?

   potatoes cake corn beets

Lesson 72 (Chapter 12, pages 85–89)

The First Army Meal

It was the night after Pete's first Army meal.

Pete thought of the sign in the mess hall:

TAKE ALL YOU WANT

EAT ALL YOU TAKE

Pete said to the sergeant, "Do some men take more food than they eat?"

The sergeant said, "Yes, some men take more than they eat."

Answer the questions.

Write your answers on the lines.

1. What does the sign in the mess hall say?

2. What did Pete ask the sergeant?

Lesson 73 (Chapter 13, pages 90–94)

Pete's First Barracks

Read pages 90–94 again. Try to tell who said each of these sentences. Write the name of the person on the line.

The names are at the bottom of the page:

1. "All out, men." ....
2. "I am Sergeant Hanna." ....
3. "Who is going to make my bunk?" ....
4. "You will find out soon!" ....
5. "Our farm in Ohio is like that, but corn is our main crop." ....
6. "What do you do with the corn?" ....
7. "Were you a cowboy, Tex?" ....
8. "I worked for an oil company in Dallas." ....
9. "A cowboy would not be as fat as Tex." ....
10. "Be quiet, you tall, thin bean pole." ....

the sergeant   Tex   Idaho   Pete   Sergeant Hanna

Lesson 74 (Chapter 13, pages 90–94)

Pete's First Barracks

A. There is a letter of the alphabet in each box below.

There are four words opposite each box.

Look at the letter in the box.

Draw a circle around the letter each time you find it.

One is done for you.

a	ⓐnother	ⓐll	bⓐrrⓐcks	bⓐre
b	blankets	trouble	bunks	cowboy
c	charge	cash	lucky	company
d	dad	detailed	showed	fold
e	every	feed	each	there
f	found	soft	find	father

B. Read each line. Look at the bottom of the page.

Find the word that fits best. Write it on the line.

1. letters of the a ....
2. yellow as b ....
3. fast as a c ....
4. old as d ....
5. easy as e ....
6. good as f ....
7. pretty as a g ....
8. big as the recreation h ....

food	dad	car	alphabet
butter	hall	eating	girl

Lesson 75 (Chapter 13, pages 90–94)

Pete's First Barracks

A. Look on page 90.

Find the words to finish these sentences.

Write the words on the lines.

1. The truck drove up ....
2. "..," said the sergeant.
3. The men followed him ....

B. Look at page 91. Find the words to finish these sentences. Write the words on the lines.

1. Sergeant Hanna then gave ....
2. The barracks was ....
3. .... no covers on them.

C. Look at page 92. Find the words to finish these sentences. Write the words on the lines.

1. "Who is going to ....?" asked Tex.
2. "You will find out soon!" ....
3. The private showed the men how to ....

....

Pete's First Barracks

D. Look on page 93. Find the words to finish these sentences. Write the words on the lines.

1. ...., ..., and .... were now buddies.

2. Their bunks were ....

3. Before taps the men ....

4. "What do you do ....?" asked Idaho.

E. Look on page 94. Find the words to finish these sentences. Write the words on the lines.

1. "Were you a cowboy, Tex?" ....

2. "I worked for an ...."

3. "A cowboy would ....," laughed Idaho.

4. Taps sounded and the men ....
....

5. Pete found ....
and was soon asleep.

Lesson 76 (Chapter 13, pages 90–94)

Pete's First Barracks

A. Write Yes or No after each sentence.

You will have to think back in the story.

1. Pete Brown was a young farmer in Ohio. ....
2. Bob Jones is now in the Navy. ....
3. Idaho worked for an oil company. ....
4. Bob has a girl named Sue. ....
5. Tex worked in a garage. ....
6. Good potatoes come from Idaho. ....
7. Sergeant Hanna is in charge of Barracks 23. ....
8. Pete came to Camp Allen on a train. ....
9. The Post Exchange is the Army store. ....
10. The Army has doctors and nurses. ....
11. Tex is tall and thin. ....
12. Camp Allen is a small place. ....
13. Soldiers do not drill. ....
14. Soldiers at Camp Allen sleep in bunks. ....
15. Pete's father is a painter. ....

Lesson 76 (continued)

Pete's First Barracks

B. Write the answers to the questions.

1. Who is in charge of Pete's barracks?
2. Where do the soldiers live?
3. Where does Pete eat?
4. Where is Sue now?
5. Who are Pete's new buddies?

Rivertown Sergeant Hanna barracks
Tex and Idaho mess hall

C. There is a letter of the alphabet in each box below. There are four words opposite each box. Look at the letter in the box. Draw a circle around the letter each time you find it. One is done for you.

g	get	sergeant	sign	bought
h	hungry	himself	that	something
i	private	climbed	ice	finish
j	joke	jump	enjoy	join
k	kill	know	knock	like
l	follow	building	will	learn

Lesson 77 (Chapter 14, pages 95–100)

Pete Sees the Doctor

A. Read this story.

The Army wants soldiers to be well and strong.

Soldiers have good food.

Soldiers get plenty of rest.

Drill, work, and play put the men in good physical condition.

The Army has good doctors and nurses.

They give the soldiers good care.

How does the Army keep soldiers in good physical condition?

1. The Army gives the men good ....
2. Soldiers get plenty of ....
3. The Army has good .... and ....
4. ...., ..., and ....
   put the men in good physical condition.
5. Soldiers have good .... in the Army.

Pete Sees the Doctor

B. Read this story.

New soldiers always are given shots.

The shots help to keep men well.

Pete, Idaho, and Tex are new soldiers.

They went to the dispensary.

A sergeant gave them shots.

The needle did not hurt Pete.

The needle did not hurt Idaho.

But Tex turned very white and fainted.

The doctor said Tex would soon be all right.

Cross out the word that does not fit.

1. New soldiers always are given (cars, shots).
2. Shots help keep men (sick, well).
3. Pete, Idaho, and Tex are (new, old) soldiers.
4. The needle did not hurt (Pete, Tex).
5. Tex turned very white and (fainted, laughed).

Lesson 78 (Chapter 14, pages 95–100)

Pete Sees the Doctor

Read Chapter 14 again. Then answer these questions.
The answers are at the bottom of the page.

1. When did the men get up the next morning? ....
2. How did Tex sleep? ....
3. Who pushed a broom? ....
4. Where did the men see the doctor? ....
5. Who gave the men the shots? ....
6. What time did the men go to the dispensary? ....
7. What did the corporal do to the men first? ....
8. Who was heavier than any one? ....
9. Who was taller than any one? ....
10. Who examined the men? ....
11. Who lined up the men for shots? ....
12. What did Tex do? ....
13. Where did the men go from the dispensary? ....
14. What did the corporal measure? ....
15. What did the doctor do for the men? ....

dispensary
weighed them
the doctor
corporal
Pete

Idaho
fainted
early
barracks
eight o'clock

height
O. K.
examined them
Tex
a sergeant

Lesson 79 (Chapter 14, pages 95–100)

Pete Sees the Doctor

A. There is a letter of the alphabet in each box below.

There are four words opposite each box.

Look at the letter in the box.

Draw a circle around the letter each time you find it.

m	men	army	made	broom
n	nothing	wrong	never	answered
o	over	told	doctor	clothes
p	pushed	taps	help	private

B. Read each line. Look at the bottom of the page.

Find the word that fits best. Write it on the line.

cold as ....

funny as a ....

hot as a ....

straight as a ....

soft as a ....

hard as ....

sharp as a ....

strong as an ....

good as ....

quick as a ....

line
ice
fire
bed
joke

knife
ox
stone
gold
fox

Lesson 80 (Chapter 14, pages 95–100)

Pete Sees the Doctor

A. Here are more words that mean opposite things.

push is the opposite of pull
girl is the opposite of boy
same is the opposite of different
first is the opposite of last
arrive is the opposite of leave
big is the opposite of little
come is the opposite of go
before is the opposite of after
forget is the opposite of remember
short is the opposite of tall

B. Can you use these words? Write a word on each line.

1. Pete can .... a broom.
(push, pull)

2. Sue is a pretty ....
(girl, boy)

3. Tall and short are ....
(same, different)

4. Pete was .... in line.
(first, last)

5. Pete is not here, but he will .... soon.
(arrive, leave)

6. The rec hall is a .... building.
(big, little)

7. Can you .... here at six o'clock?
(come, go)

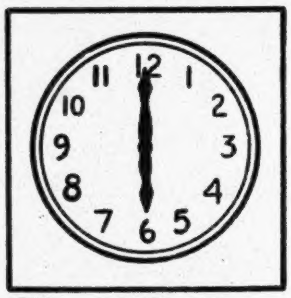
8. The men went to the dispensary .... breakfast.
(before, after)

Lesson 81 (Chapter 14, pages 95–100)

Pete Sees the Doctor

A. Soldiers must be on time. They must be able to tell time.
You should learn to read time.

PETE'S DAY

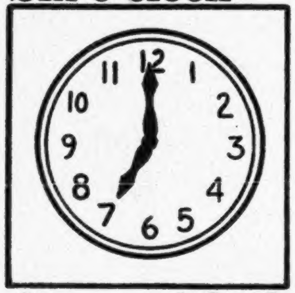

12
1
2
3
4
5
6
7
8
9
10
11

Six o'clock

At six o'clock the bugle blows reveille.

Pete gets out of his bunk.

He dresses as fast as he can.


12
1
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4
5
6
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10
11

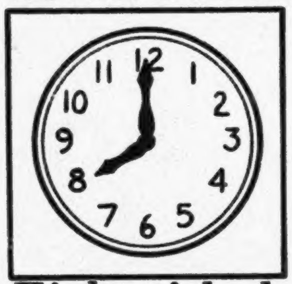
Seven o'clock

At seven o'clock Pete marches to the mess hall.

Breakfast is ready.

Pete is hungry.

He eats a good breakfast.


12
1
2
3
4
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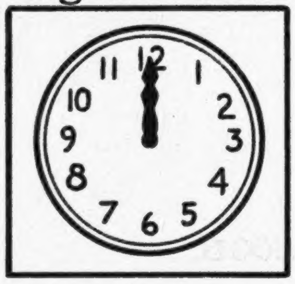
6
7
8
9
10
11

Eight o'clock

At eight o'clock the bugle calls the men to formation.

Pete reports and answers when his name is called.

The men march off to duty.


12
1
2
3
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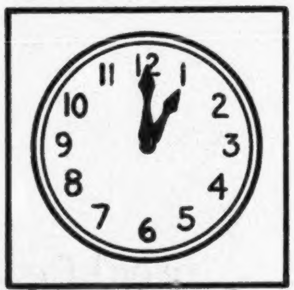
6
7
8
9
10
11

Twelve o'clock

At twelve o'clock Pete marches to the mess hall.

He is ready for lunch.


12
1
2
3
4
5
6
7
8
9
10
11

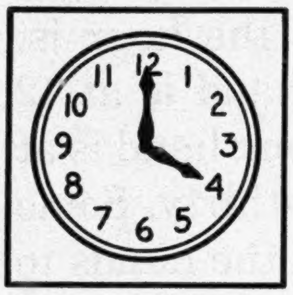
One o'clock

Pete is ready for duty again.

His platoon marches to the drill field.

They are learning how to march well.

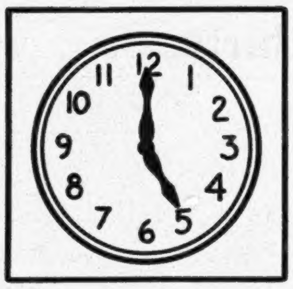
Lesson 81 (continued)


Four o'clock

Pete reports to the swimming pool.

Pete is learning how to swim.

He swims every day.

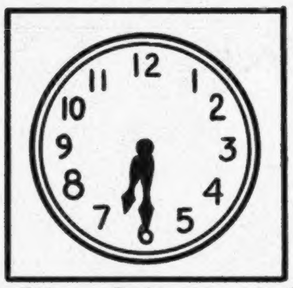

Five o'clock

Pete goes to Barracks Number Twenty-Three.

He has time now to write letters.

Pete writes to his mother and father.

Some days he writes to Sue.

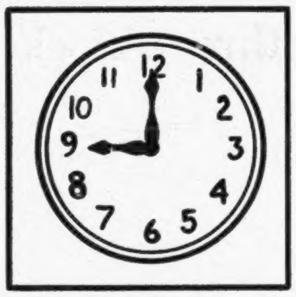

Six-thirty o'clock

Pete has finished supper.

Pete, Tex, and Idaho go to a show.

Sometimes they study.

Sometimes they read.

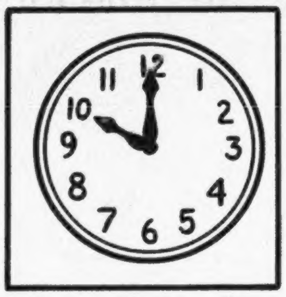

Nine o'clock

Pete returns to the barracks.

He had seen a good show.

Pete and his buddies talk for a while.

Then the men get ready to hit the sack.


Ten o'clock

The bugle sounds taps!

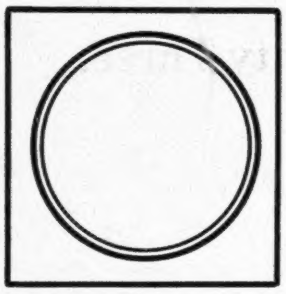
The day is over.

All the soldiers are in their bunks

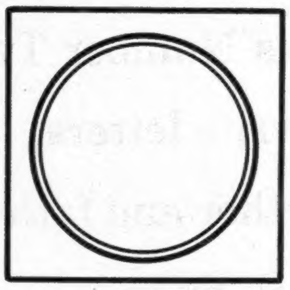
The lights go out.

Lesson 81 (continued)

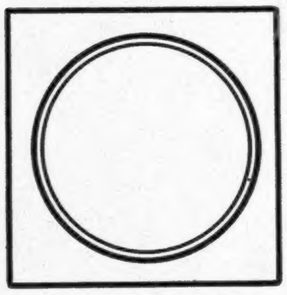
B. Can you read the clock? The short hand tells what the hour is. The long hand tells the minutes. When the long hand is at 12 and the short hand is at 4, it is 4 o'clock. When the long hand is at 6 and the short hand is between 4 and 5, it is four-thirty. Some people say, "Half-past four." Draw the numbers and the hands to tell the time.



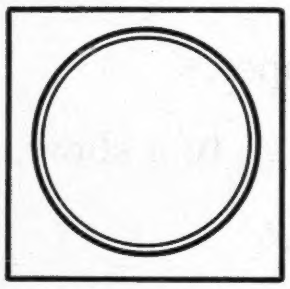
Four o'clock



Four-thirty o'clock

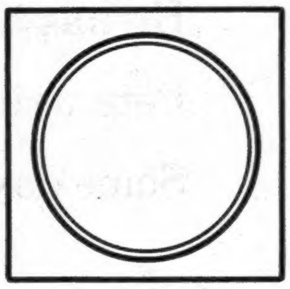


Ten o'clock

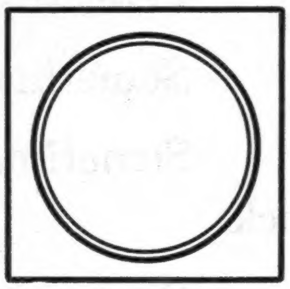


Ten-thirty o'clock

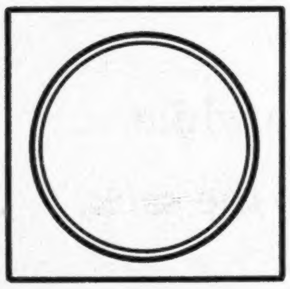
Here is a clock.
Make it say seven-thirty.



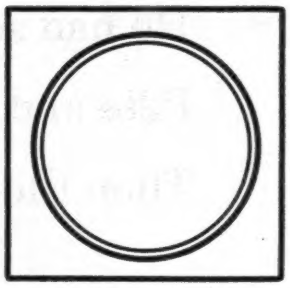
Here is a clock.
Make it say two o'clock.



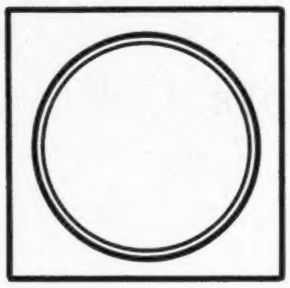
Here is a clock.
Make it say six o'clock.



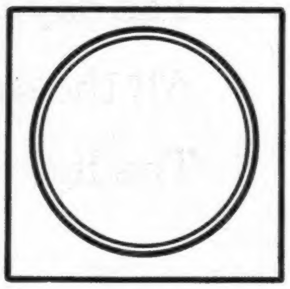
Make this clock say three o'clock



Here is a clock.
Make it say eight o'clock.



Make this clock say the time for taps.



Lesson 82 (Chapter 15, pages 101–104)

Uniforms for the New Soldiers

A. Read pages 101–104 again. Try to tell who said each of these sentences. Write the name of the person on the line.

1. "Were you given all of your shots?" ....
2. "One shot too many for me, Sergeant." ....
3. "You have one hour to rest." ....
4. "You go for your Army uniforms at eleven o'clock." ....
5. "Sixteen inches around the neck." ....
6. "I am taller than any of you." ....
7. "Yes, but I am the biggest man here." ....
8. "The corporal said we will get more shots next week." ....
9. "The Army wants you to look neat." ....
10. "Be proud of your uniform." ....

Sergeant Hanna
Corporal
Tex
Idaho
Pete
Supply Sergeant

Lesson 82 (continued)

Uniforms for the New Soldiers

B. Write the answers to these questions.

1. **Why did the men go to the supply room?**

2. **How many inches did Pete's chest measure?**

3. **How tall is Pete?**

Lesson 83 (Chapter 15, pages 101–104)

Uniforms for the New Soldiers

A. Read the sentences below. Cross out the word that does not fit.

1. Sergeant Hanna was (standing, waiting) for the men.
2. "Were you given (some, all) of your shots?"
3. "One shot too (few, many) for me."
4. "You have one (minute, hour) to rest."
5. "You (go, come) for your Army uniforms at eleven o'clock."
6. Eleven o'clock came (soon, late).
7. Sergeant Hanna (took, sent) the men to the supply room.
8. "Your uniform is (well, poorly) made."
9. The men (took off, put on) their civilian clothes.
10. Idaho's waist was the (smallest, largest).

B. Look at each word on the left. Find the word on the right which means the opposite. Draw a line from each word to the word of opposite meaning.

hard
clean
new
stop
many
now

go
then
soft
old
dirty
few

Lesson 84 (Chapter 15, pages 101–104)

Uniforms for the New Soldiers

All of these words have had parts added to them. The parts that were added are er, ly, ed, ing, en. Draw a line under the word that was there before the part was added.

sweeter cooked laughing

hardly
softly
working
turned
seemed
brighter
longer
fallen
answered
sending

cleaned
marching
warmer
colder
standing
dressed
asked
farmer
walking
pulled

opened
quickly
harder
looked
eaten
oxen
hunting
lighten
going
brighten

waiting
smaller
called
taller
slowly
soften
walked
carefully
bigger
hunted

Lesson 85 (Chapter 15, pages 101–104)

Uniforms for the New Soldiers

Where and When

A. Put a cross (X) in front of the phrases that tell when.
Put a check (✓) in front of the phrases that tell where.

.... 1. to the barracks

.... 2. at eight o'clock

.... 3. next week

.... 4. line up over there

.... 5. to the supply room

.... 6. early the next morning

.... 7. after breakfast

.... 8. to their bunks

.... 9. see me now

.... 10. go to the rec hall

.... 11. into the truck

.... 12. at seven-thirty

.... 13. before taps

.... 14. the end of the line

.... 15. in the evening

.... 16. in Washington, D.C.

.... 17. go right now

.... 18. out of the train

.... 19. reveille comes early

.... 20. write me soon

Uniforms for the New Soldiers

B. Here are more words that tell when or where.
Put a cross (X) in front of the phrases that tell when.
Put a check (✓) in front of the phrases that tell where.

.... 1. all summer
.... 2. on Saturday
.... 3. in Camp Allen
.... 4. along the river
.... 5. one day later
.... 6. before Tuesday
.... 7. at Barracks 23
.... 8. every night
.... 9. over to the drill field
.... 10. after Monday
.... 11. on the baseball diamond
.... 12. behind the barn
.... 13. late Friday afternoon
.... 14. inside the gate
.... 15. a long time ago
.... 16. at the Post Exchange
.... 17. at dark
.... 18. next Wednesday
.... 19. month after next
.... 20. each day

Lesson 86 (Chapter 15, pages 105–108)

Uniforms for the New Soldiers

Read again pages 105–108.

Cross out the word that does not fit.

1. Pete put on his new (Army, Navy) shoes.
2. "These shoes are (too big, too small)," he said.
3. "Civilian shoes are often too (tight, loose)."
4. "Look at the (wide, narrow) toes," said Idaho.
5. Tex added, "The leather (looks, feels) very good."
6. The corporal (gave, issued) socks to the men.
7. "Don't wear a pair of socks more than one (day, week)."
8. The men were issued shorts (next, last).
9. The corporal explained the (sizes, colors).
10. "Undershirt sizes are (the same as, different from) your chest measurements."
11. "These shirts are all (cotton, wool)."
12. "Maybe that wool (came, went) from home," said Idaho.
13. Each man was issued (twenty, two) neckties.
14. "You look like soldiers (now, then)," said Sergeant Hanna.
15. "I (taste, feel) like a soldier, Sergeant," Tex answered.
16. "These shoes feel big and (heavy, light)," said Idaho.
17. "They will feel good (then, when) they are broken in."
18. "How do I (act, look) Tex?" asked Pete.
19. "You look like (an old-timer, a recruit), Pete."
20. Pete looked (shorter, taller) and straighter than ever.

Lesson 87 (Chapter 15, pages 105–108)

Uniforms for the New Soldiers

A. Look at each word on the left. Find the word on the right that means the opposite. Draw a line from each word to its opposite.

tight
heavy
good
wide
large
tall
right
veteran
there
in

bad
small
short
left
here
loose
recruit
out
narrow
light

B. You have read about these people. Read these sentences.

Write a name on each line. The names are given below the sentences.

1. He was a farm boy who lived near Rivertown. ....
2. A fat, happy fellow who likes ice cream. ....
3. The soldier in charge of Barracks 23. ....
4. A very pretty girl who lives in Rivertown. ....
5. He left a gas station to join the Navy. ....
6. The tall, thin soldier from where potatoes grow. ....
7. He likes horses and works long hours. ....
8. She helps with the garden and is a good cook. ....

Idaho Pete Tex Sue
Bob Sergeant Hanna Mrs. Brown Mr. Brown

Lesson 88 (Chapter 15, pages 105–108)

Uniforms for the New Soldiers

Read pages 103–106 again. Then read the sentences below.

Write in the answers to the questions.

1. Pete's waist measured thirty-two inches.

   What does your waist measure? .... inches

2. Pete's chest measured forty inches.

   What is your chest measurement? .... inches

3. His legs were thirty-four inches long.

   How long are your legs? .... inches

4. Pete's foot was eleven inches long.

   How long is your foot? .... inches

   Is your foot longer or shorter than Pete's foot?

   ....

5. Pete was five feet and eleven inches tall.

   How tall are you? .... feet .... inches

6. Idaho was two inches taller than Pete.

   How tall was Idaho? .... feet .... inches

7. Pete weighed one hundred and eighty pounds.

   How much do you weigh? .... pounds

Lesson 89 (Chapter 15, pages 105–108)

Uniforms for the New Soldiers

A. Answer these questions about your uniform.

Draw a line under the right answer.

1. A soldier wears shoes on his
   hands feet face
2. A soldier's necktie goes around his
   head waist neck
3. A soldier's trousers cover his
   legs hair toes
4. Socks go on a soldier's
   feet head shoulders
5. The garrison cap is worn on the
   toes nose head

B. Here is a list of words. Some are things you wear.

Others are things you eat. Write the words on the right lines.

shirt shoes steak potatoes
peas eggs cap socks

Things you eat	Things you wear
....	....
....	....
....	....
....	....

Lesson 90 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

A. Read pages 109–112 again. Read the phrases below.

Draw lines to make sentences. One is done for you.

1. After lunch the men went	his long hair.
2. The barber cut Pete's hair	cut off.
3. Dick was proud of	haircut you ever had.
4. Dick did not like	laughed Tex.
5. Get that long hair	very fast.
6. This will be the best	to the barber shop.
7. "Be a sport, Dick,"	Pete's short haircut.

B. Draw lines under the words or phrases that tell about Dick.

1. a big, fat soldier
2. long hair
3. hair never looks neat
4. gets his hair cut short
5. does not like short haircuts
6. lives in Rivertown
7. is always combing his hair
8. short haircut felt good

Lesson 91 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

Each of the phrases below gives the meaning of a word in the box. Read each phrase. Then look at the words in the box. Find the right word. Put it on the line in front of the phrase.

barber
hair
captain
bald
uniform
barracks
pool
ears
dispensary
breakfast

1. .... clothes worn by sailors and soldiers
2. .... grows on top of the head
3. .... a place where men swim
4. .... the part of the body with which people hear
5. .... an officer in the Army or Navy
6. .... where sick soldiers are cared for
7. .... a man who cuts hair
8. .... head without hair
9. .... the first meal of the day
10. .... a building where soldiers sleep

Lesson 92 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

A. Here are more words that mean opposite things.

dull is the opposite of bright
glad is the opposite of sorry
morning is the opposite of evening
late is the opposite of early
often is the opposite of seldom
right is the opposite of wrong
man is the opposite of woman
question is the opposite of answer
over is the opposite of under
above is the opposite of below
first is the opposite of last
sick is the opposite of well

B. Can you use these words? Write one of the above words on each line.

1. Pete was .... to get a hair cut.
2. The men have breakfast in the ....
3. The barber was .... to cut Dick's hair very short.
4. Soldiers are .... late for chow.
5. Reveille is .... in the morning.
6. Pete tries to do the .... thing.
7. The flag is .... the barracks.
8. Mr. Brown is a .... and Mrs. Brown is a ....

Lesson 93 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

A. Each of these words has one or more words in it.

Draw a circle around one short word in each long word.

Other students may choose different short words from those which you circle.

Here is an example: combing

barber
thinking
cutting
finished
funny

better
waiting
treated
learned
walking

button
answered
measurements
leather
biggest

explained
saying
smaller
sixteen
carefully

B. Each of these words has at least two smaller words in it.

Draw a circle around each of the small words.

Here is an example: haircuts

undershirt
cowboy
themselves
outside
football

overseas
yourself
anything
baseball
haircut

anyone
neckties
anybody
birthday
something

himself
goodbye
afternoon
everything
into

Lesson 94 (Chapter 17, pages 113–117)

Captain Bell Talks with the Men

Captain Bell is an officer.
He wanted to help the new soldiers.
He talked to them.
He told them how to be good soldiers.

Below are some sentences. Put a cross (X) in front of the sentences Captain Bell said.

1. .... "Army life is what you make it."
2. .... "Don't do anything you do not have to do."
3. .... "Sleep late in the morning."
4. .... "Learn the Army way to do things."
5. .... "Obey orders."
6. .... "Look out for yourself first. Don't think of the other fellow."
7. .... "Think for yourself."
8. .... "Take things as they come."
9. .... "Do not salute."
10. .... "Be cheerful."
11. .... "Keep out of trouble."
12. .... "Keep your uniforms dirty."
13. .... "The Army gives every man a fair chance."
14. .... "The Army offers a great future."
15. .... "There is a good reason for everything you are told to do."
16. .... "Try to get into a branch of the Army you will like."
17. .... "Men who like the Army and work hard move ahead."

Lesson 95 (Chapter 17, pages 113–117)

Captain Bell Talks with the Men

A. Some words sound alike but mean different things.
There are four words in each box below.
Two of them sound alike.
Draw lines under the words that sound alike.

drill was want will	fat father that far	duty day away about	buy pie you like
talk will bell tell	meet many men meat	air are hair and	read feed told food

B. Write these words under the right headings.

train
beets
trousers
salad
car
cap
blouse
bread
truck
tank
shorts
cake
butter
undershirt
horse

Things to ride on	Things to eat	Things to wear

Lesson 96 (Chapter 17, pages 113–117)

Captain Bell Talks with the Men

A. Draw a line under the phrase that completes each sentence.

1. Soldiers in the Army Tank Corps
    - build bridges.
    - take care of airplanes.
    - drive tanks.
2. Soldiers in the Artillery
    - shoot big guns.
    - dig trenches.
    - fly airplanes.
3. The Army Engineers
    - drive tanks.
    - shoot big guns.
    - build bridges.
4. Soldiers in the Infantry
    - ride horses.
    - are good riflemen.
    - build houses.
5. Men in the Quartermaster Corps
    - get equipment for soldiers.
    - transport the men.
    - fly airplanes.
6. The Army Transportation Corps
    - sends messages.
    - transports supplies and men.
    - feeds the soldiers.

Lesson 97 (Chapter 18, pages 118–121)

Pete Becomes a Full-Fledged Soldier

Read pages 118–121 again.

Then read the sentences below.

Write Yes or No on each line.

.... 1. The new soldiers were very busy the first weeks in camp.

.... 2. They drilled once each week.

.... 3. The men learned very few things.

.... 4. The new soldiers learned how to carry their rifles.

.... 5. Pete's squad marched poorly.

.... 6. Pete's squad could follow the order, "To the rear. March."

.... 7. "Column, to the rear. March" is a marching order.

.... 8. Rifle drill was hard for Pete.

.... 9. Pete liked to handle his rifle.

.... 10. The men learned how to take care of a rifle.

.... 11. The new soldiers learned how to take a rifle apart.

.... 12. Pete didn't shoot well the first day.

.... 13. The sergeant told Pete he would have to do better.

.... 14. Tex missed the target.

.... 15. Sergeant Hanna said, "Good soldiers can't shoot."

.... 16. Every day a major came to the rifle range.

.... 17. Tex shot and missed two times.

.... 18. On the third shot Tex missed again.

.... 19. Pete's platoon learned how to salute.

.... 20. They looked neat in their uniforms.

Lesson 98 (Chapter 18, pages 118–121)

Pete Becomes a Full-Fledged Soldier

Where, When, How

Where tells the place.
When tells the time.
How tells the way it is done.
Write where, when, or how on each of the lines.

.... 1. the first weeks in camp
.... 2. "Good shooting, Brown."
.... 3. after many days of marching
.... 4. The squad followed orders well.
.... 5. One day the men laughed at Tex.
.... 6. the very first day
.... 7. a second time
.... 8. on the rifle range
.... 9. the way you shoot
.... 10. took good aim
.... 11. look neat in their uniforms
.... 12. Start doing it now.
.... 13. "Pete Brown can really shoot!"
.... 14. in the assembly hall
.... 15. stood up straight
.... 16. at the end
.... 17. at four o'clock
.... 18. early in the morning
.... 19. in a minute
.... 20. this Saturday night

Lesson 99 (Chapter 18, pages 118–121)

Pete Becomes a Full-Fledged Soldier

Here are some Army word puzzles. Spell out the words in the boxes. See if you can get each word where it belongs.

t			k				
r				e			
s					e		
c						n	
b							s

tank barracks salute
rifle major captain

j			p				
m				h			
s					l		
o						r	
i							y

march jeep signal
infantry officer squad

a			y				
t				k			
b					e		
s						r	
r							e

blouse army truck
reveille soldier radio

c			w				
c				s			
b					h		
u						m	
e							r

corps chow engineer
private uniform branch

Lesson 100 (Chapter 18, pages 122–124)

Pete Becomes a Full-Fledged Soldier

Read the seven sentences. They tell what happened, on pages 122–124. Write these sentences in the order in which the things happened.

They looked at a new tank.

They saw Signal Corps equipment.

Pete's platoon started on a trip.

They watched the Engineers build a bridge.

Taps sounded.

The men saw an old tank.

Sergeant Hanna showed them field guns.

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

Lesson 101 (Chapter 18, pages 122–124)

Pete Becomes a Full-Fledged Soldier

A. Read pages 122–124 again. Then read the sentences below.
Draw a line through the words that do not fit.

1. Some of the men had never seen a (field gun, pop gun).
2. Each man must choose some (branch, platoon) of the Army.
3. The (Infantrymen, Engineers) were going to build a bridge.
4. (None, All) of the men had seen an Army bridge.
5. Idaho sat in the (driver's, hot) seat.
6. "Boy, would I like to (sail, drive) this tank!"
7. The men saw (many, few) field guns.
8. Tex wanted to be in the (Air Corps, Engineers).
9. The United States needs (strong, weak) Armed Forces.
10. Pete still wanted the (Tank Corps, Infantry).

B. Below are listed some special branches of the Army.
Put them in the order of the alphabet.
Write them on the lines at the right.

Tank Corps
Infantry
Signal Corps
Artillery
Engineer Corps
Quartermaster Corps

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

Lesson 102 (Chapter 19, pages 125–127)

Mail for Pete

A. Read the letter on page 126. It is a letter to Pete from his mother. Read the questions below.

Write the answers on the lines.

1. What day did Mrs. Brown write this letter?

2. What did Mrs. Brown tell Pete about his father?

3. What do Mr. and Mrs. Brown think of Pete's trip?

4. What did Pete find out about Brownie?

5. Where is Sue going?

B. Read the letter on page 127. It's a letter to Pete from his girl. Answer the questions below.

1. When did Sue write to Pete?
2. What day did Sue get Pete's letter?
3. When can Sue go to Washington, D.C.?

4. What is the name of Sue's girl friend?

5. What will Sue count?

Lesson 103 (Chapter 19, page 128)

Mail for Pete

Read the letter on page 128. It is a letter from Bob to Pete.
Read the sentences below. Draw lines under the right words.

1. Bob wrote a letter to Pete on
   - Friday
   - Sunday
   - Monday
2. He thinks Army life is
   - not so good
   - all right
   - dull
3. Army and Navy basic training are
   - the same
   - different
   - a lot alike
4. Bob wrote that the Navy is
   - what he wants
   - a bum deal
   - what he does not want
5. Bob is going to be a
   - signalman
   - radioman
   - radio store
6. Two of Bob's buddies are going with him to
   - radio school
   - sea
   - Washington
7. Bob can get a leave
   - Saturday
   - next week
   - any time now

Lesson 104 (Chapter 19, pages 129–131)

Mail for Pete

Pete was happy.
He had three letters in one mail.
Letters came from his Mom and Dad, from Sue, and from Bob.
Pete was busy.
He could write only one letter each day.
Pete wrote one letter on Wednesday.
He wrote a second letter on Thursday.
On Friday he answered the third letter.

A. Answer the questions.

1. To whom did Pete write on Wednesday? ....
2. To whom did Pete write on Thursday? ....
3. On Friday Pete wrote to ....

B. In which letters did Pete say these things?

Draw a line under the right answer.

1. I have not forgotten your cooking.
   Mom and Dad Sue Bob
2. Sue has a friend in Washington, named Mary.
   Mom and Dad Sue Bob
3. We can start counting the days.
   Mom and Dad Sue Bob
4. I miss you, dearest, every day.
   Mom and Dad Sue Bob
5. The Navy must be treating you O. K.
   Mom and Dad Sue Bob

Lesson 105 (Chapter 19, pages 125–131)

Mail for Pete

Can you write a letter?

Try to write a letter on this page.

Look at the letters Pete wrote.

They will help you.

Lesson 106 (Chapter 20, pages 132–133)

Pete Has Fun in the Army

Look at pages 132–133. Read the story "Fun at the Movies" again.

Read the sentences below. They tell what happened in the story.

Write the sentences in the order in which things happened.

Sam rode all night.

The rancher said, "Sam, you may marry Ruth."

The rancher was driving cattle to the railroad.

Sam drove the rustlers away.

Rustlers rode out from behind a hill.

Sam untied the rancher.

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

Lesson 107 (Chapter 20, pages 134–135)

Pete Has Fun in the Army

Look at pages 134–135. Read the story "Fun Playing Baseball" again. Read the sentences below.

Cross out the words that do not fit.

1. Pete liked to play (baseball, football).
2. Pete played (second, third) base.
3. Each team had won (two, three) games.
4. On (Saturday, Sunday) the teams were to play for the championship.
5. Pete's barracks played barracks number (twenty-nine, twenty-seven).
6. The men in the winning barracks were to get an extra (pass, duty).
7. The game started (rapidly, slowly).
8. In the first five innings, there were (many, few) hits.
9. The ball went between Pete's (arms, legs).
10. At the end of the sixth inning, Pete's team was (behind, ahead).
11. When Pete missed the ball, he felt (bad, good).
12. Pete made a good play in the (eight, ninth) inning.
13. Pete hit a (two-bagger, home run).
14. Pete's team had (won, lost) the ball game.
15. Idaho and Tex were (proud, ashamed) of Pete.

3

Lesson 108 (Chapter 20, pages 136–137)

Pete Has Fun in the Army

Look at pages 136–137. Read the Story "Fun on a Pass."

Read the sentences below. Draw a line under the phrase that completes each sentence.

1. Pete, Idaho, and Tex were issued passes
   - at the same time.
   - for Tuesday.
   - for next week.
2. The men agreed to go
   - swimming in the pool.
   - to a baseball game.
   - to Playland Park.
3. They rode for twenty minutes
   - on a train.
   - on a street car.
   - on a tank.
4. The soldiers each danced
   - several times.
   - all night.
   - one time.
5. They watched the
   - men drilling.
   - cars and trucks.
   - rides and sideshows.
6. Idaho looked
   - at his watch.
   - under the bunk.
   - over the drill field.

Lesson 109 (Chapter 21, pages 138–142)

Pete Plans His Furlough

Read pages 138–142. Then read the sentences below.

Write Yes or No on each line.

.... 1. Monday morning Pete reported to Captain Bell.

.... 2. Pete could not get a furlough.

.... 3. Pete has a good record in the Army.

.... 4. The captain gave Pete a ten-day furlough.

.... 5. Pete wrote Sue a letter about his furlough.

.... 6. Bob can get a leave at the same time.

.... 7. Pete wrote to Sue on Thursday.

.... 8. Pete's furlough starts on the fifteenth of the month.

.... 9. Bob wants to have dates with Mary.

.... 10. Sergeant Hanna told Pete about the Hotel Senator.

.... 11. A room in the hotel costs a lot of money.

.... 12. Pete could not get a room in the Hotel Senator.

.... 13. Pete bought a round-trip ticket on the train.

.... 14. The round-trip ticket cost twenty dollars ($20.00).

.... 15. The double room would cost four dollars ($4.00) each day.

.... 16. Pete had saved one hundred dollars ($100.00) for the trip to Washington.

.... 17. Tex and Idaho will go with Pete.

.... 18. Mr. Brown could not send Pete any money.

Lesson 110 (Chapter 21, pages 138–142)

Pete Plans His Furlough

Pete is planning his trip to Washington, D.C.

The trip will cost a lot of money.

Pete must plan so that he will have enough money.

Can you put the right, or correct, amount of money on each line?

The first one is done for you.

	How much
1. Money Pete saved in cash.	$80.00
2. Amount of money Pete's folks sent him.	
3. Cost of the double room each day.	
4. Pete's half of the hotel room each day.	
5. Cost of the hotel room, to Pete, for six nights.	
6. Amount of money for the railroad ticket.	
7. Money for meals in Washington.	
8. Money for fun.	

Here are the amounts of money.

twenty-four dollars	($24.00)	eighty dollars	($80.00)
twenty-five dollars	($25.00)	four dollars	($ 4.00)
fourteen dollars	($14.00)	twelve dollars	($12.00)
twenty-five dollars	($25.00)	two dollars	($ 2.00)

Lesson 111 (Chapter 21, pages 138–142)

Pete Plans His Furlough

Do you remember all of the people you have met in the story?

These sentences will help you.

Write a name on each line.

The names of the people are at the bottom of the page.

1. He owns a farm and likes horses. ....
2. Pete bought feed from this man. ....
3. He has been in the Navy a long time. ....
4. She is a pretty girl who lives in Rivertown. ....
5. He was a farmer but now he is in the Army. ....
6. She is a good cook. Her son is in the Army. ....
7. This soldier is fat and happy. ....
8. He is a sergeant who helped Pete. ....
9. This soldier is tall and thin. ....
10. In Rivertown, he worked in a gas station. Now he is learning to be a radioman in the Navy. ....

Pete Brown
Bob Jones
Mrs. Brown
Uncle Ned
Mr. Samson
Idaho
Sergeant Hanna
Mr. Brown
Sue
Tex

PRACTICE BOOK II

To Be Used With

MEN IN THE ARMED FORCES

MB 001

Parts Three and Four

SERVICEMEN LEARN TO READ
BOOK II

How To Use This Book

Note to the Instructor:

Directions are a necessary part of each lesson. These cannot be written so that immature readers can completely understand them. The instructor should be sure that the learners understand just what is to be done in each lesson.

The men using this book will have read 142 pages (Parts One and Two) of *Men in the Armed Forces*. However, many of them will not yet have reached the stage of development where they can be self-directive in the use of this workbook. It should not be assumed that the men can, or should be able to understand the directions fully. Large amounts of easy reading material are needed for most readers to develop independent reading ability.

At the beginning of each lesson, the instructor should read the directions with the men. Encourage the men to ask questions until they are sure that they know how to proceed.

Lesson 1 (Chapter 22, pages 144–149)

Buddies Meet Again

Read again pages 144–149 in *Men in the Armed Forces.*

Then read the questions below.

Write an answer to each question on the line.

Try to write complete sentences.

1. Where was Pete going?

   ....

2. What old friends will Pete see in Washington?

   ....

3. What had Pete's mother and father sent to him?

   ....

4. On what kind of a train did Pete ride?

   ....

5. Was Pete leaving the Army?

   ....

6. Where was Pete's car in the train?

   ....

7. How many people were in each car of the train?

   ....

8. What did the head cook promise Pete?

   ....

Lesson 2 (Chapter 22, pages 144–149)

Buddies Meet Again

Read the words. There are two or more small words in each large word.

Find the small words. Write them on the lines.

streamliner

everything

someone

without

tablecloth

weekend

everybody

storekeeper

newspaper

Rivertown

salesman

cornfield

forget

something

farmhouse

radioman

Lesson 3 (Chapter 22, pages 144–149)

Buddies Meet Again

Read the sentences below.

Number these sentences 1, 2, 3, to show what happened first, what happened next, and what happened last.

.... Pete thanked the engineer and the conductor.

.... Pete was ready for that good lunch.

.... Pete found a seat on the train.

.... The engineer told Pete about the Diesel engine.

.... Soon they came to the front of the train.

.... The conductor took Pete through the lounge car.

.... "I would like to see the kitchen," said Pete.

.... Pete was reading a newspaper.

.... Pete followed the conductor through five chair cars.

.... Pete praised the kitchen.

.... The conductor punched Pete's ticket.

.... Pete thought the train must be going eighty miles an hour.

Lesson 4 (Chapter 22, pages 144–149)

Buddies Meet Again

A. Read the words below. Change the words that mean something happened in the past so that they will mean something is happening now (in the present).

In the past	Now
stopped	
finished	
found	
knew	
came	
left	

B. The words below mean something is happening now.

Change them so that they will mean something happened in the past.

Now	In the past
know	
finish	
leave	
stop	
find	
come	

Lesson 5 (Chapter 22, pages 144–149)

Buddies Meet Again

Make new words by putting one of the following endings on each word. Here are the endings to use.

s ed ing er est ly es y en n

fast
read
help
soon
look
finish
slow

return
near
glad
tell
ask
follow
warm

eat
walk
take
explain
wish
thank
feel

pull
burn
use
love
count
wonder
learn

Lesson 6 (Chapter 22, pages 144–149)

Buddies Meet Again

Read pages 144–149 again.

Tell who said each of these sentences.

Write the name of the person on the line.

The names are at the bottom of the page.

1. "I have driven this train faster than one hundred miles an hour!" ....
2. "I will give you a good lunch when you are ready."
....
3. "You are a fine looking soldier." ....
4. "NO, SIR! This is my first furlough!" ....
5. "Would you like to see the train with me?"
....
6. "I would like to see the kitchen." ....
7. "The engine pulling this train burns oil."
....
8. "This is the best train on the line." ....
9. "Leaving the Army, son?" ....

head cook engineer conductor Pete

Lesson 7 (Chapter 22, pages 150–155)

Buddies Meet Again

Read pages 150–155.

Choose the phrase that completes the sentence.

Put a cross (X) in the box by the right, or correct, answer.

1. The prices of the meals
   - seemed rather low. ☐
   - seemed cheap. ☐
   - seemed very high. ☐
2. The head cook must have been
   - in the Army. ☐
   - in the Navy. ☐
   - in the Marine Corps. ☐
3. The conductor said, "We shall be
   - in Washington in three hours." ☐
   - in Washington in one hour." ☐
   - in Norfolk in two hours." ☐
4. Bob had written to Pete
   - on Wednesday. ☐
   - next Monday. ☐
   - the day after tomorrow. ☐
5. Pete saw several men
   - in Navy blue. ☐
   - in Army khaki. ☐
   - in Marine green. ☐

Lesson 8 (Chapter 22, pages 150–155)

Buddies Meet Again

Many times you see these letters in words:

(ar) (or) (ir) (er) and (ur).

These letters have the sounds you hear when you say these words:

f(ar)m, w(or)k, b(ir)d, h(er), t(ur)n.

Say these words aloud. Listen for the sound of these letters.

Look at the words below.

These words have the same pairs of letters in them.

Find the pairs of letters and draw a circle around them.

- entered
- army
- over
- motor
- arrive
- eager
- sir
- for
- senator
- girl

- conductor
- turkey
- before
- far
- summer
- party
- mother
- car
- turtle
- barn

- order
- harm
- whirl
- winter
- after
- word
- first
- church
- birthday
- arm

Lesson 9 (Chapter 22, pages 150–155)

Buddies Meet Again

Some words mean more than one thing.

Here are some words which may be used to mean different things.

Put the correct word in the right place.

Fill every line.

blue front back treat right

1. This is my .... hand.
2. Is this the .... way to work?
3. Turn to the ....
4. .... my friend well.
5. The head cook gave Pete a ....
6. I will go out the .... door.
7. When are you going .... to camp?
8. Put your coat on the .... of the chair.
9. Bob had on a .... uniform.
10. When things go wrong, Pete feels sad and ....
11. Pete and the conductor walked to the .... of the train.
12. A stranger sat in .... of Pete.

Lesson 10 (Chapter 22, pages 150–155)

Buddies Meet Again

Read the sentences below.

Draw a line under the words that complete the meaning of the sentences.

1. Pete looked at the (tank, menu, truck).
2. He thought that he should not spend much money (for his lunch, for his uniform, for a new car).
3. Pete ordered a (cup of coffee, apple pie, ham sandwich) for fifty cents.
4. The head cook promised Pete (a good lunch, a fast trip, a seat in the diner).
5. Bob had never seen Pete in his (swim suit, overcoat, Army uniform).
6. Bob was going to meet Pete (in a taxicab, at the station, at the hotel).
7. Pete was the first one (off the train, into the water, in his seat).
8. Bob had written to Pete (on Wednesday, on Thursday, on Friday).
9. Pete and Bob would stay at the (Hotel Pennsylvania, Hotel Rivertown, Hotel Senator).
10. One of the sailors looked (taller and heavier, shorter and lighter, smaller and thinner) than Bob.
11. Bob had gained (five, fifteen, twenty-five) pounds in the Navy.

Lesson 11 (Chapter 22, pages 150–155)

Buddies Meet Again

We can make new words by adding endings.

We can also make new words by putting letters in front of words.

These added letters in front of a word are called a prefix.

"un" is a prefix. It means not.

You are able to read.

Your buddy is not able to read.

He is unable to read.

Put "un" in front of these words.

Write the new words on the lines.

like	unlike
answered	
cooked	
kind	
able	
packed	
lucky	
safe	

Lesson 11 (continued)

Buddies Meet Again

Using the words you made on page 11, put the correct words on the lines below.

Remember "un" means not.

1. It was .... Bob to be late.
2. Pete was .... to see Bob.
3. Bob's letter to Pete was ....
4. The apple salad was ....
5. The buddies .... their bags.
6. Bob would be .... if he had missed the train.
7. Some men are .... to horses.
8. Old trains are .... to ride.
9. Some soldiers are .... to read.
10. It is .... soldiers to be dirty.

Lesson 12 (Chapter 22, pages 144–155)

Buddies Meet Again

Read the questions below. Then find the page in Chapter 22 on which each question is answered.

On the line write the number of the page on which you find the answer.

Page number

1. Where was Pete going on his furlough? ....
2. How much money did Pete's folks send him? ....
3. On what kind of a train did Pete ride? ....
4. What kind of an engine pulled the train? ....
5. What did Pete eat for lunch on the train? ....
6. What did Bob say when he first saw Pete? ....
7. How did Bob and Pete travel to the hotel? ....
8. What was the color of Bob's uniform? ....
9. Where did the buddies stay in Washington? ....
10. With whom did Pete eat lunch? ....
11. What is a lounge car? ....
12. Who drove the train on which Pete rode? ....
13. How much did Pete pay for his lunch? ....
14. What do Diesel engines use for fuel? ....
15. How did Pete know where to meet Bob? ....

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Lesson 13 (Chapter 23, pages 156–162)

Plans for a Big Evening

Five letters of the alphabet are called vowels: a, e, i, o, u.

Each of these vowels has two sounds, a short and a long sound.

When there is only one vowel in a word, the vowel almost always has its short sound. Examples: bat, kept.

When two vowels are used in a short word, the first vowel almost always has its long sound.

The other vowel is silent. Examples: deal, keep, cake.

Say the words below to yourself.

Be sure you hear the vowel.

Then write all of the words with the short sound of the vowel in the "short sound" list.

Write the words with the long sound in the "long sound" list.

sun
left
bath
soak
hat
home
fed
box
miss
roam
feels
sat
eat
stone
twin
get
time
leave
seed
raid

Short vowel sound		Long vowel sound	

Lesson 14 (Chapter 23, pages 156–162)

Plans for a Big Evening

A. Read the sentences below.

Number the sentences 1, 2, 3, to show what happened first, second, and third.

.... Pete spoke to the room clerk.

.... Bob and Pete went up in the elevator.

.... The buddies arrived at the hotel.

.... Bob took a clean suit of Blues from his bag.

.... Pete called Mary's home on the telephone.

.... The buddies walked into their hotel room.

B. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the correct sentences.

Page Number		
157	1. The room clerk	in downtown Washington.
157	2. Bob and Pete had room	like to dance.
156	3. The Hotel Senator is	found the reservation.
158	4. Pete and Sue talked	his suit.
159	5. Bob and Pete both	over the telephone.
160	6. Bob brushed	number 430.

Lesson 15 (Chapter 23, pages 156–162)

Plans for a Big Evening

Here are some word puzzles.

Spell out the words in the boxes.

s			t				
d				e			
s					d		
e						g	
s							g

suit swimming shined

evening dance

n			y				
e				t			
s					r		
e						d	
s							h

excited navy sandwich

eight shower

g		n					
c			p				
d				l			
t					t		
p						n	
a							d

target camp gun answered

drill platoon

m		n					
b			k				
s				d			
b					e		
u						m	
t							r

uniform together bunk

battle man squad

Lesson 16 (Chapter 23, pages 156–162)

Plans for a Big Evening

Read the story.

Bob told Pete about the Navy. He explained the Navy basic training. Bob had learned to drill. He could now row a boat. He had passed his Class A swimming test. A chief had taught him to swim. Bob was in good physical condition. Bob told Pete that he liked the Navy.

A. Write three sentences. Make each of them tell about something Bob learned in the Navy.

1. ....

2. ....

3. ....

B. Answer the questions on the lines:

1. Who taught Bob to swim?

....

2. What did Bob and Pete talk about?

....

3. Does Bob like the Navy?

....

Lesson 17 (Chapter 23, pages 156–162)

Plans for a Big Evening

Remember, there are five vowels in the alphabet.

They are: a, e, i, o, u.

The words below have only one vowel.

If you add a vowel, you make a new word.

The sound of the first vowel will change from the short sound to the long sound.

Remember that the second vowel is silent.

Sometimes it is at the end of the word.

Sometimes the vowel is in the middle of the word.

Two are done for you. Do as many as you can.

not	bed	rod	at
note			
red	cot	fed	led
read			
met	bit	hop	her
set	us	ran	man
mad	men	got	kit
lad	cap	bet	tam
hid	bat	mat	net

Lesson 18 (Chapter 23, pages 156–162)

Plans for a Big Evening

Read pages 156–162 again. Write the answers to the questions.

Try to write complete sentences.

1. Where did the buddies have their supper?

2. What surprised the waiter?

3. How were the buddies dressed when they left their hotel room?

4. How much weight did Bob gain in the Navy?

5. What did the girls want to do, the first night in Washington?

6. Did Bob say that Navy life is soft?

7. What hotel room was reserved for Pete and Bob?

8. How many chairs were in the hotel room?

Lesson 19 (Chapter 23, pages 156–162)

Plans for a Big Evening

You have had one lesson on prefixes. The prefix you studied is "un." Here is another prefix, "re." This prefix means to do again. You read a story. If you read it a second time, you reread it.

A. Add the prefix "re" to these words:

read	count	pack	place
reread			
order	join	move	tell

B. Use one of the above words in each sentence below.

1. Pete .... Bob's letter.
2. Pete had to count and .... his money.
3. Bob had to .... his bag to make more room.
4. Pete had to .... the telephone on the stand.
5. The buddies need more towels. Bob will .... them.
6. Bob will .... his Navy story for Mary.
7. One of Bob's friends will .... the Navy.
8. .... your uniform from the chair.

Lesson 20 (Chapter 24, pages 163–167)

An Evening of Fun

The exact words a person says are called quotations.

These marks (“ ”) are used to show the words that are spoken by a person.

On pages 163 to 167 are quotations of Bob, Pete, Sue, and Mary.

Find the exact words that are spoken by these four people.

Write them on the lines. The page numbers are given to help you.

Page

164 Pete: “..

....?”

164 Bob: “..

....?”

164 Pete: “..

....”

165 Mary: “..

....”

165 Sue: “..

....”

166 Bob: “..

....”

167 Sue: “..

....”

Lesson 21 (Chapter 24, pages 163–167)

An Evening of Fun

Remember, the important vowels are: a, e, i, o, u.

Each of the words below has two vowels.

Can you make new words by leaving out one vowel in each word?

With some words you can make two different words (led, lad).

Do as many as you can. Two of them are done for you.

neat net	note	slide	lead
hope hop	bead	road	plain
hide	coat	feed	meat
soon	bite	rain	rode
made	use	goat	bare
seat	mean	beet	care

Lesson 22 (Chapter 24, pages 163–167)

An Evening of Fun

Words which tell what people do are called verbs.

Examples of verbs are: look eat dance.

Verbs also tell when something is done. Study these words.

Try to use them on the lines below:

Now	In the past	In the future
look	looked	will look
eat	ate	will eat
dance	danced	will dance

1. .... at your watch and tell me the time.
(look, looked)

2. Pete .... for Bob at the railroad station.
(look, looked)

3. Pete and Bob .... for Sue tomorrow.
(look, will look)

4. Soldiers and sailors .... breakfast very early now.
(eat, ate)

5. Pete .... lunch on the diner yesterday.
(eat, ate)

6. Bob and Pete .... at Mary's home tomorrow.
(ate, will eat)

7. "Bob .... with Mary," said Pete.
(dance, will dance)

8. Bob .... with Mary all evening.
(dance, danced)

9. The friends .... again tomorrow night.
(danced, will dance)

Lesson 23 (Chapter 24, pages 163–167)

An Evening of Fun

Read the questions below. Then read the three answers to each question. Put a cross (X) on the line by the correct answer.

1. At what time did the buddies go to the hotel lobby?

   .... at seven-thirty o'clock.

   .... at ten minutes before eight o'clock.

   .... at eight-fifteen o'clock.

2. What did Sue want to know about?

   .... all about the Navy.

   .... when the dance would begin.

   .... all about the Army.

3. What did Bob tell Mary?

   .... about the gas station in Rivertown.

   .... about the big ships he had been on.

   .... about going hunting with Pete.

4. What was Mary's job in Washington?

   .... a hat-check girl in a hotel.

   .... a waitress in a restaurant.

   .... a clerk in a drug store.

5. What band was playing at Danceland?

   .... Red Nickels and His Five Pennies.

   .... Bob Crosby and His Bobcats.

   .... Harry James and His Trumpet.

Lesson 24 (Chapter 24, pages 163–167)

An Evening of Fun

You have not studied these word endings before.

The endings are: ful ment ness.

A. Draw a line under the main word (the word before the ending was added).

masterful
thoughtful
kindness
excitement
helpful
shipment

hardness
darkness
disappointment
wonderful
enjoyment
careful

hopeful
delightful
gladness
payment
coldness
softness

B. Add one of the endings, ful, ment, ness to each of the words below. Be sure that your ending fits the word.

1. Pete was very thought............ on the train.
2. It would be a disappoint............ not to have a room.
3. Bob liked the excite............ of meeting Mary.
4. The buddies made a down pay............ of $2.00 on the hotel room.
5. The bellboy was help............ with Pete's and Bob's bags.
6. Soldiers should be care............ when travelling.
7. Pete was surprised at the kind............ of the head cook.
8. Bob and Pete looked forward to a wonder............ time in Washington.
9. It was with a feeling of glad............ that the buddies saw Sue and Mary.
10. Dark............ had come by the time the friends left the hotel.

Lesson 25 (Chapter 24, pages 163–171)

An Evening of Fun

Read the sentences below. Number these sentences 1, 2, 3, 4, and 5, to show what happened first, what happened second, and so on.

.... Pete called Bob over to meet Mary.

.... Bob Crosby wished the friends good luck.

.... The buddies arrived in the hotel lobby.

.... The friends left the hotel to go to Danceland.

.... Pete was looking at two girls walking into the lobby.

.... The buddies enjoyed sandwiches and coffee at Mary's home.

.... Pete rushed over to the girls.

.... Sue asked Bob Crosby to sing "Remember."

.... Bob told Mary about his Navy training.

.... The buddies and their girls walked to Danceland.

.... Sue and Pete walked out on the porch to say good night.

.... They went to Mary's home, on the bus.

.... Sue and Mary arrived at the hotel.

.... Crosby shook hands with each of the friends.

.... Suddenly Sue knew it was Pete.

Lesson 26 (Chapter 24, pages 168–171)

An Evening of Fun

A. The vowels are: a, e, i, o, u and sometimes w and y.

The other letters of the alphabet are called consonants.

Write the consonants on the lines below.

Remember w and y are usually consonants.

You have studied the twenty-six letters of the alphabet.

If you do not know them, you should study them again.

a................ e................ i................ o................ u................

B. Here is something new to learn about endings.

If a word ends in a consonant and there is a vowel just before the consonant, you must repeat the consonant before you add ing, ed, er, y, or en.

Here are some examples:

fun	got	win	let	stop
funny	gotten	winner	letter	stopping
			letting	stopped

Add one of the endings ing, ed, er, y, or en to each of these words. Write the new word on the line. You will see that some words may be ended in two or more ways.

run	fat	hop	flat
....	....	....	....
let	fun	up	thin
....	....	....	....
get	stop	win	got
....	....	....	....
shop	sun	dig	trot
....	....	....	....

Lesson 27 (Chapter 24, pages 168–171)

An Evening of Fun

You have had words which mean opposite things.

Here are a number of words which are opposites.

There are four words on each line.

Two of the words on each line are opposites.

Draw lines under the words which are opposites.

An example is done for you.

1.	early	taxi	late	money
2.	told	long	short	gave
3.	all	any	now	none
4.	from	too	to	for
5.	great	love	good	bad
6.	before	after	never	other
7.	right	men	wrong	ball
8.	around	up	down	near
9.	work	play	since	began
10.	ship	big	little	floor
11.	front	from	bus	back
12.	study	forget	learn	remember
13.	to	on	from	out
14.	left	correct	now	incorrect

Lesson 28 (Chapter 24, pages 168–171)

An Evening of Fun

Each of the phrases below gives the meaning of one of the words in the box. Read each phrase.

Find the correct word in the box and put it on the line in front of the phrase.

buddies
afternoon
hamburger
house
evening
sandwich
partner
couple
taxi
training
lobby
cost

1. .... the amount of money paid for something.
2. .... good friends who are often together.
3. .... the late part of the day.
4. .... a large room where people meet.
5. .... meat, ground up for sandwiches.
6. .... a person with whom one dances.
7. .... the time following the middle of the day.
8. .... a boy and girl, together.
9. .... learning to do a job.
10. .... a car and driver, for hire.
11. .... a building in which people live.
12. .... two pieces of bread with food between them.

408697 O -56 -11

Lesson 29 (Chapter 25, pages 172–177)

Bob Tells Pete about the Navy

The questions below need more than one word for a complete answer. You can find the answer on the page or pages given at the beginning of the question. Write on each line.

Page

172. 1. What did Bob and Pete eat for breakfast?

a .... b ....

c .... d ....

173. 2. What special branches of the Navy did Bob like best?

a .... b ....

c .... d ....

e ....

174. 3. What could a Navy radioman do in civilian life?

a ....

b ....

c ....

d ....

174. 4. What subjects are some of the Navy men studying?

a .... b ....

c .... d ....

Bob Tells Pete about the Navy

Page

175. 5. What subjects is Bob going to study?

a .... b ....

176. 6. Where did Bob say he might be stationed as a Navy radioman?

a ....

b ....

176. 7. With what Air Force bombers did Bob compare the Navy patrol bombers?

a .... b ....

176} 177} 8. What Navy bombers did Bob tell Pete about?

a .... b ....

c ....

177. 9. What are the jobs of the two-man crew of a dive bomber?

a .... b ....

c ....

Lesson 30 (Chapter 25, pages 172–177)

Bob Tells Pete about the Navy

You have had lists of words which mean opposite things.

Some words mean almost the same thing.

Two of the phrases opposite each number below have almost the same meaning.

Draw lines under the phrases which mean almost the same thing. The first one is done for you.

1.	it suits me	it makes me unhappy	it pleases me
2.	very soon	in a minute or two	very much
3.	types of duty	flying duty	kinds of duty
4.	anytime	long while	long time
5.	the night before	morning before	the evening before
6.	finish the study	start to study	begin to study
7.	after breakfast	following breakfast	without breakfast
8.	Bob complained	Bob explained	Bob told about
9.	learn a lot	learn a little	learn a great deal
10.	somewhat sure	rather sure	never sure
11.	lucky	unlucky	good luck
12.	time for sleeping	work time	"sack" time
13.	almost finished	nearly finished	never finished
14.	fine work	poor work	good work
15.	not here	around here	near here

Lesson 31 (Chapter 25, pages 172–177)

Bob Tells Pete about the Navy

Write a sentence to answer each of these questions.

Look on the page in the text to be sure your answer is correct.

Try to write complete sentences. Start each sentence with a capital letter. End it with a period.

Page 172.

1. What is one food Bob and Pete had for breakfast?

....

....

Page 174.

2. What is one thing a Navy radioman could do in civilian life?

....

....

Page 174.

3. Has Bob decided to stay in the Navy?

....

....

Lesson 32 (Chapter 25, pages 172–177)

Bob Tells Pete about the Navy

If a sentence is true, draw a circle around Ⓣ.

If a sentence is false (not true), draw a circle around Ⓕ.

1. Bob wanted to be an aviation radioman. T F
2. Torpedo bombers carry a crew of six men. T F
3. The dive bomber is a small bomber. T F
4. Bob wanted to study electricity. T F
5. An aviation radioman is sometimes a gunner. T F
6. Radioman is a small job on patrol bombers. T F
7. Most of the Navy patrol bombers are seaplanes. T F
8. The Navy needs radiomen everywhere. T F
9. The Navy patrol bombers are larger than the B 29. T F
10. Large seaplanes fly as long as ten or twelve hours. T F
11. Bob is going to leave the Navy. T F
12. Navy shore stations do not have radiomen. T F
13. Bob had looked at books on electricity and radio. T F
14. Bob said the Navy had a good education program. T F
15. "Boatswain" is an Army term. T F
16. Some men in the Navy study geography and history. T F
17. The Army and Navy want the men to learn. T F
18. The Navy and Army give men training which is useful in civilian life. T F
19. Some men in the Army and Navy are learning how to read. T F
20. Men get ahead fastest in work that they like. T F

Lesson 33 (Chapter 25, pages 172–177)

Bob Tells Pete about the Navy

If two words mean about the same, put a circle around S.

If they mean different things, put a circle around D.

1.	after	following	S	D
2.	stay	remain	S	D
3.	off	on	S	D
4.	know	understand	S	D
5.	certain	sure	S	D
6.	fasten	loosen	S	D
7.	start	begin	S	D
8.	during	while	S	D
9.	losing	finding	S	D
10.	couple	pair	S	D
11.	silence	stillness	S	D
12.	reply	answer	S	D
13.	forgot	remembered	S	D
14.	angry	mad	S	D
15.	hot	cold	S	D
16.	hired	fired	S	D
17.	spoke	said	S	D
18.	unhappy	sad	S	D
19.	nothing	something	S	D
20.	instruct	direct	S	D

Lesson 34 (Chapter 26, pages 178–181)

The Big Ships of the Navy

Bob had always liked ships.
He told his buddy, Pete, many things about Navy ships.
Below are some sentences about ships.
Put a cross (X) on the lines in front of the sentences that are true.

A. Bob said these things about a destroyer.

.... 1. It is four hundred feet long.

.... 2. This destroyer is forty-five feet wide.

.... 3. The destroyer is the heaviest ship in the Navy.

.... 4. The largest guns on this ship are five-inch guns.

.... 5. This destroyer is one of the fastest ships in the Navy.

B. Bob said these things about a light cruiser.

.... 1. This light cruiser is faster than any destroyer.

.... 2. The light cruiser is sixty-five feet wide.

.... 3. Six hundred feet is the length of this ship.

.... 4. The largest guns on this light cruiser are six-inch guns.

.... 5. This light cruiser carries four airplanes.

C. Bob said these things about a heavy cruiser.

.... 1. This heavy cruiser carries scout planes.

.... 2. The largest guns on this heavy cruiser are eight-inch guns.

.... 3. This heavy cruiser is nothing like a light cruiser.

.... 4. The eight-inch guns are housed in turrets.

.... 5. A turret is made of thick steel plate.

Lesson 35 (Chapter 26, pages 178–181)

The Big Ships of the Navy

You have had the prefixes "un" and "re."

Here is another prefix, "dis." Add this prefix to the words below. When you do you will make other words.

please	order	color	close
displease	....	....	....
believe	able	band	cover
....	....	....	....
place	obey	own	may
....	....	....	....
interested	missed	agree	like
....	....	....	....

Use some of the words you have made, in these sentences.

1. When you do not believe what someone says, you may say,

   "I .... it."

2. When the barracks is not clean and neat, you can say,

   "It is in ...."

3. When men do not obey orders, you say that they

   .... orders.

4. If you do not agree with your buddy, you tell him,

   "I .... with you."

5. At the end of formation, the order is given

   ".."

Lesson 36 (Chapter 26, pages 178–181)

The Big Ships of the Navy

Read again pages 178–181. Then complete the sentences below by drawing lines under the correct words.

1. In the training program at Dewey, Bob learned
   a lot about ships.
   a lot about tractors.
2. At the Norfolk Naval Station, Bob had gone
   for a ride in a Navy patrol plane.
   aboard a new destroyer.
3. Bob told Pete that destroyers are
   the fastest ships in the Navy.
   the fastest guns on the ship.
4. In rough weather, destroyers
   head for port.
   roll and pitch.
5. Bob said that on light cruisers there are
   three guns in each turret.
   ten torpedo tubes.
6. Bob explained that light cruisers and heavy cruisers
   are small ships.
   are much alike.
7. The armor plate on heavy cruisers is thicker than
   the armor plate on light cruisers.
   the armor plate on battleships.

Lesson 37 (Chapter 26, pages 178–181)

The Big Ships of the Navy

A. Answer these questions about destroyers, light cruisers, and heavy cruisers. The Navy uses these letters for the three ships: destroyer—DD, light cruiser—CL, heavy cruiser—CA.

Answer the questions by writing DD, CL, or CA on the line in front of the question. Some questions have two answers.

.... 1. What are the fastest ships in the Navy?

.... 2. Which Navy ships have eight-inch guns?

.... 3. On what type of ship do we find torpedo tubes?

.... 4. Which type of cruiser has the thickest armor plate?

.... 5. The largest guns of which type of ship are six-inch guns?

.... 6. Which of the three ships does not carry aircraft?

.... 7. Which of the ships are about the same length?

.... 8. On which type of ship are the largest guns five-inch?

.... 9. Which two of these ships are most alike?

.... 10. Which type of ship is about four hundred feet long?

B. On the left are phrases which tell about the three types of ships.

Draw lines to connect each phrase to the right ship.

six-inch guns
torpedo tubes
slimmest of the three
thickest armor plate
eight-inch guns

destroyer
light cruiser
heavy cruiser

Lesson 38 (Chapter 26, pages 182–185)

The Big Ships of the Navy

Each of these words has an ending. Can you write the base words?

Remember, you will have to drop the ending and the consonant which was added. (See Lesson 26.)

Here are some examples:

funny	stopped	letting	winner	gotten
fun	stop	let	win	got

slimmer	skinner	fatter	trotted
....	....	....	....
better	bigger	running	gotten
....	....	....	....
wetting	forgetting	funny	upper
....	....	....	....
forgotten	wetter	digging	forbidden
....	....	....	....
flatter	stopped	shopper	winning
....	....	....	....
hopping	sunny	cutting	flatten
....	....	....	....
winner	thinner	getting	snapping
....	....	....	....
slapped	spotted	puppy	betting
....	....	....	....

Lesson 39 (Chapter 26, pages 182–185)

The Big Ships of the Navy

Bob had told his buddy, Pete, about destroyers, light cruisers, and heavy cruisers. Then he told Pete about battleships and aircraft carriers.

Below are some sentences about battleships and aircraft carriers. Put a cross (X) on the line in front of the sentences that are true.

A. Bob said these things about battleships.

.... 1. Battleships must be wide to carry all the heavy armor and guns.

.... 2. Most battleships of the United States Navy have sixteen-inch guns.

.... 3. Battleships are the heaviest ships in the Navy.

.... 4. Battleships are faster than destroyers.

.... 5. Battleships are light, slim, and fast.

.... 6. A gun turret on a new battleship weighs as much as a whole destroyer.

.... 7. The big sixteen-inch guns of a new battleship can shoot as far as twenty-five miles.

B. Bob said these things about large aircraft carriers.

.... 1. Fighters, dive bombers, and torpedo bombers fly from carriers.

.... 2. The top deck on a carrier is called the "flight deck."

.... 3. An aircraft carrier has sixteen-inch guns on the flight deck.

.... 4. The full crew of a carrier is about two thousand men.

.... 5. Carriers have as many as one hundred airplanes.

Lesson 40 (Chapter 26, pages 182–185)

The Big Ships of the Navy

There are four words opposite each number. Three of the words go together. They are the names of the same kinds of things. The fourth word is a different kind of thing. Draw a line through the one word which does not belong with the other three.

Here is an example:

shoes, blouse, ~~ship,~~ shirt.

As you read the words, think of their meaning.

1.	soldiers	sailors	store	marines
2.	destroyer	building	cruiser	battleship
3.	deck	turret	gun	girl
4.	tree	three	four	six
5.	small	pretty	slim	long
6.	Pete	Mary	Bob	ship
7.	movie	necktie	cap	trousers
8.	bomber	scout	apple	fighter
9.	fireman	farm	gunner	radioman
10.	spring	summer	winter	Friday
11.	dinner	afternoon	morning	evening
12.	baseball	swimming	reading	football
13.	arithmetic	geography	history	destroyer
14.	steak	shoes	pork	chicken
15.	radio	peas	beets	corn
16.	Norfolk	Washington	Rivertown	Barnes
17.	Navy	Coast Guard	Mary	Army
18.	coffee	potatoes	milk shake	milk

Lesson 41 (Chapter 26, pages 178–185)

The Big Ships of the Navy

Here are the letters that stand for five types of Navy ships:

destroyer —DD
light cruiser —CL
heavy cruiser—CA
battleship —BB
large aircraft carrier—CV

Below are groups of words about these five types of Navy ships.

Tell which ship each sentence is about.

Do it by putting the letters on the lines.

.... 1. the heaviest and strongest ships of the Navy.
.... 2. the fastest ship of the Navy.
.... 3. ships which have sixteen-inch guns.
.... 4. ships which carry torpedo tubes.
.... 5. have a flight deck.
.... 6. largest guns are eight-inch.
.... 7. do not have turrets.
.... 8. has gun turrets with armor plate sixteen inches thick.
.... 9. airplanes land on the deck.
.... 10. largest guns are six-inch.
.... 11. have gun turrets.
.... 12. has turrets as heavy as a whole destroyer.
.... 13. cruiser with the heaviest armor plate.
.... 14. the slimmest of the five types of ships.
.... 15. has guns which can shoot twenty-five miles.

Lesson 42 (Chapter 27, pages 186–190)

Sightseeing in Washington

The groups of words on the left say something about the buildings on the right. These groups of words are numbered. Write each number in the correct box. The first two are done for you.

1. Where our Government meets.
2. Built in honor of George Washington.
3. Was finished in 1936.
4. The President's home.
5. Has 898 steps.
6. Home of the highest court.
7. Built in honor of our first president.
8. Was burned during the War of 1812.
9. Has a dome on top.
10. The friends walked to the top.
11. Was finished in 1800.
12. This beautiful building is new.
13. The first stop on the sightseeing trip.
14. John Adams lived here.
15. Nine important chairs are in it.

Buildings

The White House

The Capitol
1,

The Supreme Court

The Washington Monument
2,

Sightseeing in Washington

Read this story:

Washington, D.C., The Capital of Our Country

Washington is not the largest city in the United States, but it is very important. Washington is the Capital of the United States.

All of the branches of our government meet in Washington. The President lives in this city. Congress, which makes the laws, meets in the Capitol. The members of Congress come from all over the United States. Washington is the home of the Supreme Court. The nine members of the highest court in the land live in this city.

Washington has been the Capital of the United States since the year 1800. The White House was finished in that year.

Washington is a beautiful city. The streets lead out from the center of the city like the spokes of a wheel. It has many beautiful parks and fine buildings.

People who visit Washington always want to see the White House, the Capitol, and the Supreme Court building. They also go to see the Washington Monument. George Washington's home at Mount Vernon is near the city of Washington. The city of Washington was named for our first president, George Washington.

Lesson 43 (continued)

Sightseeing in Washington

A. Write the answers to the questions on the lines.

Write complete sentences for your answers.

1. Is Washington the largest city in the United States?

....

2. What branches of government meet in Washington?

....

3. How many members of the Supreme Court are there?

....

4. When did Washington become the Capital of the United States?

....

5. What makes Washington a beautiful city?

....

6. Where did George Washington live?

....

B. Write, on each line, something that people want to see when they visit Washington.

....

....

....

Lesson 44 (Chapter 27, pages 186–190)

Sightseeing in Washington

Draw a circle around the correct words.

1. Draw circles around the words that are names of

   Buildings.

Capitol
Hotel Senator
airplane
government
barracks
Mount Vernon
The White House
Mary Barnes
Washington Monument

2. Draw circles around the words that are names of

   Ships.

destroyer
radio
cruiser
turret
battleship
picture
carrier
city
scout

3. Draw circles around the words that are names of

   Cities.

Washington
Coast Guard
New York
Brown
Rivertown
President
Army
Supreme Court
Norfolk

Lesson 45 (Chapter 27, pages 186–190)

Sightseeing in Washington

Some words tell how, when, or where. Below are some sentences to help you learn to use these words correctly.

Choose the word in each sentence which tells how, when, or where.

Draw a circle around that word.

The first one has been done for you.

1. Pete climbed steps [✓ rapidly.]
2. You can soon learn a lot about Washington.
3. Pete thought that Sue danced beautifully.
4. Sue was highly pleased when Pete praised her dancing.
5. Mary Barnes went to work daily.
6. Most sightseers visit the White House while in Washington.
7. Servicemen are paid twice monthly.
8. There is a weekly inspection at Pete's camp.
9. Old people climb steps slowly.
10. Where was the Washington Monument?

Lesson 46 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

Read pages 191–195, then answer the questions below.

Write complete sentences.

1. How many people are there in Mary's family?

   ....

2. How long did it take to go from the Washington Monument to Mary's home?

   ....

3. Why were Sue and the buddies going to Mary's home?

   ....

4. Where did Mr. Barnes go when he was in the Army?

   ....

5. Who helped Mrs. Barnes prepare dinner?

   ....

6. What had Sue made for the dinner?

   ....

7. What had Mary cooked for the dinner?

   ....

Lesson 47 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

With some words that end in "y," you can make a new word by changing the "y" to "i" before you add the ending.

A. Add the ending "es" to these words. Remember to change the "y" to "i" before you add the ending.

Here is an example: gravy
gravies

Army	study	duty	try
....	....	....	....
penny	empty	story	party
....	....	....	....
fly	Navy	company	carry
....	....	....	....
lady	family	buddy	hurry
....	....	....	....

B. Add the ending "er" to the words below. Remember to change the "y" to "i" before you add the ending.

Here is an example: pretty
prettier

early	lovely	sleepy	handy
....	....	....	....
easy	hungry	shiny	cheery
....	....	....	....
happy	lazy	sticky	jolly
....	....	....	....
lucky	skinny	pretty	angry
....	....	....	....

Lesson 48 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

A. Write what you know about Mary Barnes.

Be sure to write complete sentences.

1. How Bob met Mary.

....

....

2. Where Mary lives.

....

....

3. Mary's job.

....

....

4. Mary's family.

....

....

5. What Bob thinks of Mary.

....

....

6. How Mary helped Sue.

....

Lesson 49 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

The letter "c" is a consonant. "C" has two sounds.

It has a hard sound and a soft sound. Say the word camp to yourself. Did you hear the hard sound of the "c"?

Hard "c" sounds much like "k."

Say the word center to yourself. Did you hear the soft sound of the "c"? Soft "c" sounds much like "s."

Here are more words with the letter "c" in them.

Say each of these words to yourself. Write words with the "hard c" sound in the list on the left of the page. Put the words with the "soft c" sound in the list on the right.

cook
clear
center
certain
aircraft
cellar
picture
since
nice
can
ice
call
crew
juice
carrier
cruiser
fence
place
coat
cents

Words with "hard c" sound	Words with "soft c" sound

Lesson 50 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

Put each of these words under the correct heading below.

meat
cake
join
hat
cook
uniform
beets
tomatoes
shoes
socks
wear
dance
pour
coffee
serve
talk
bread
coat
shirt
biscuits
underwear
blouse
ride
salad

Things to eat

Things to do

Things to wear

Lesson 51 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

Everyone should know the right way to act.

Show that you know the right thing to do.

In the sentences below, draw a circle around right if it is the correct thing to do. If it is the wrong thing to do, draw a circle around wrong.

Going to Dinner in a Private Home

1. The buddies washed, shaved, shined their shoes, and put on clean uniforms. right wrong
2. Pete and Bob arrived on time for dinner. right wrong
3. Bob and Pete took off their caps as they entered the Barnes' home. right wrong
4. They thanked Mrs. Barnes for inviting them. right wrong
5. Bob asked Mrs. Barnes if dinner was ready. right wrong
6. Pete and Bob helped Mrs. Barnes and the girls get seated before they sat down. right wrong
7. They ate their food quietly. right wrong
8. Pete reached in front of Mary for the biscuits. right wrong
9. When dinner was over, the buddies told Mrs. Barnes that the dinner was very good. right wrong
10. Before leaving, Bob and Pete expressed their thanks for the dinner. right wrong

Lesson 52 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

Read the sentences below.

Then look at the words at the bottom of the page.

Choose the correct word. Put it on the line.

1. Mount Vernon was the .... of George Washington.
2. George Washington was Pete's greatest ....
3. Pete had always wanted to see ....
4. The two couples went to Mount Vernon on a ....
5. The buddies had agreed to meet the girls at the ....
6. Mount Vernon is on the .... River.
7. George Washington threw a silver .... across the Rappahannock River.
8. The girls came to the pier in a ....
9. George Washington was born at ....
10. Washington was the first .... of the United States.

Mount Vernon
boat pier
dollar
taxicab
President
home
hero
Potomac
Wakefield
boat

Lesson 53 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

These words are made by changing the "y" to "i" and adding "er" or "es."

Can you write the word and leave off the ending?

Remember that when you drop the ending, you must change the "i" back to "y."

Here is an example: Armies—Army

angrier	laundries	carries	gravies
....	....	....	....
tries	Navies	empties	Armies
....	....	....	....
jollier	companies	lovelier	prettier
....	....	....	....
cheerier	shinier	luckier	flies
....	....	....	....
stories	sleepier	happier	candies
....	....	....	....
parties	hurries	studies	sunnier
....	....	....	....
handier	families	ladies	livelier
....	....	....	....
buddies	skinnier	pennies	worries
....	....	....	....
duties	lazier	easier	berries
....	....	....	....
uglier	hungrier	earlier	follies
....	....	....	....

Lesson 54 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

Who said these words? If you do not remember, look on pages 196 to 200. Write a name on each line.

1. "Get up, Bob. It is eight o'clock." ....
2. "That was a swell meal last night, wasn't it?" ....
3. "What trip?" ....
4. "Where are the girls?" ....
5. "What is the name of this river?" ....
6. "We were so afraid we had spoiled the day." ....
7. "Hurry girls, or we will miss the boat!" ....
8. "Was George Washington born here?" ....
9. "He was born at Wakefield, in Virginia." ....
10. "I have read a lot about Washington." ....
11. "George Washington did a great deal for our country." ....
12. "I'll show you the old kitchen house." ....
13. "We must be aboard in fifteen minutes." ....
14. "I am glad we came to Mount Vernon." ....
15. "I think I like my Navy sack better than those high beds." ....

Bob Sue Mary Pete

Lesson 55 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

Here is a list of words which mean more than one.

Change each of these words so that they mean only one.

You may do this by taking away "s" from some words, by taking away "es" from other words.

Then write the word on the line under one.

More than one	One
1. boats	
2. houses	
3. couples	
4. kitchens	
5. trips	
6. piers	
7. animals	
8. rivers	
9. matches	
10. destroyers	
11. sandwiches	
12. minutes	
13. dresses	
14. dishes	

Lesson 56 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

Opposite each number there is a true statement. After the statement there are several sentences. In each group of sentences, there is one sentence that should not be there because it does not belong with the others. ✓

Draw a line through the sentence that should not be there.

1. The buddies and their girls were going to Mount Vernon.
   a. Bob and Pete bought the boat tickets.
   b. Sue and Mary arrived in a taxicab.
   c. ~~Men drill in the Army.~~
   d. Bob, Pete, Sue, and Mary were to meet on the pier.
2. At Mount Vernon, the friends saw many things.
   a. They saw the main house.
   b. Mary showed them the kitchen house.
   c. They saw the slave quarters.
   d. The President lives in the White House.
3. While at Mount Vernon, they talked about George Washington.
   a. Lincoln freed the slaves.
   b. George Washington was a great general.
   c. He learned how to improve seed.
   d. He was a great American.
4. At Mount Vernon, the friends walked through the main building.
   a. They saw furniture that Washington had used.
   b. There are nine judges on the Supreme Court.
   c. Bob did not like the high beds.
   d. Sue could not find the kitchen.

Lesson 57 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

Write about Joe DiMaggio. Be sure that you write complete sentences.

1. Who is Joe DiMaggio?

2. What team does he play for?

3. Why has he always been Bob's favorite ball player?

4. What did Joe DiMaggio do during World War II?

5. What did Bob and Pete like about the batting practice?

6. How did Joe help win the ball game that Pete and Bob saw?

Lesson 58 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

Here is more practice with the sounds of letters.

The letter "g" is a consonant. It has two sounds. "g" has a hard sound and a soft sound.

Say the word "good" to yourself. Did you hear the hard sound of the "g"? Say the word "large." The "g" has a soft sound.

Here are other words that have the "g" sound. Say each of the words to yourself. Then write the words under the correct heading below.

game
cage
good
imagine
agent
range
orange
go
guy
grabbed
gloved
changed
largest
big
village
league

Words with the hard sound of "g"	Words with soft sound of "g"
....	....
....	....
....	....
....	....
....	....
....	....
....	....
....	....

Lesson 59 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

Bob told Pete a lot about the ball player, Shea.

After you have read about Shea on pages 203–206, read the lines below. Draw a line under the words that complete the sentences.

1. The Yankee ball player, Shea, according to the story

   is a veteran pitcher.
   is a rookie.
   has played for New York for two years.

2. Before the war, he played for

   the Rivertown Bear Cats.
   the Washington Senators.
   the Kansas City Blues.

3. According to the story, this is Shea's first season

   in the minor leagues.
   in big league baseball.
   in professional football.

4. In the war, Shea

   was burned badly in the Normandy invasion.
   did not leave the United States.
   played baseball the whole time.

5. In the game which Bob and Pete saw, Shea

   lost the game, two to nothing.
   was sent to the showers in the fifth inning.
   pitched a shutout.

Lesson 60 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

Here is a list of words which mean one. Change each of these words so that they mean more than one. You may do this by adding "s" or "es." Remember that, with some words, you must change the "y" to "i" before you add "es."

Here are examples:

ship	ships
pitch	pitches
Navy	Navies

Words which mean one	More than one
1. hit	
2. Army	
3. strike	
4. watch	
5. player	
6. match	
7. buddy	
8. miss	
9. rookie	
10. field	
11. penny	
12. dress	
13. try	

Lesson 61 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

Draw a circle around the correct answer.

1. Joe DiMaggio plays for the New York (Giants, Yankees, Senators).
2. Buck Newsom was pitching for (Norfolk, New York, Washington).
3. The rookie, Shea, took the mound for (Washington, Boston, New York).
4. Shea (hit, missed, walked) the first three batters.
5. DiMaggio made a wonderful (catch, throw, error).
6. The bases were loaded when (Keller, Vernon, Shea) came to bat.
7. Shea had allowed (three, six, nine) hits in the first eight innings.
8. The fielders gave Shea and Newsom good (support, news, running).
9. Newsom and Shea pitched well, inning after (game, inning, next).
10. At the end of the eighth inning, the score was (ten, one, nothing) to nothing.
11. Washington did not (walk, run, score) in the ninth inning.
12. The (Senators, Yankees, Red Sox) had won the ball game!

4

Lesson 62 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

A part of a word is called a syllable. Some words have only one part, such as: the, one, hot, run, hit.

Other words have two parts. Each part is a syllable.

Here are some two-part words, divided into syllables:

The word	The two syllables	
before	be	fore
wanted	want	ed
shopping	shop	ping
fifteen	fif	teen
perfect	per	fect
baseball	base	ball
inning	in	ning
after	af	ter
behind	be	hind
always	al	ways

Divide the words below into syllables.

baseman ....

inning ....

perfect ....

fifteen ....

behind ....

after ....

Lesson 63 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

Read the sentences below. Then number these sentences from 1 to 5 to show the order in which these things happened.

Bob and Pete Meet an Old Friend

.... Joe shook hands with Pete and Bob.
.... The tall Air Force sergeant walked toward Bob and Pete.
.... Joe went with Bob and Pete to their hotel room.
.... The buddies were having a late breakfast.
.... Pete saw a tall, good-looking Air Force sergeant.

Joe Tells His Story

.... The first weeks of Joe's basic training were tough.
.... Joe told his friends about joining the Air Force.
.... From Kelly Air Force Base, Joe went to March Air Force Base.
.... After a few weeks, Joe began to enjoy his basic training.
.... Joe went to Kelly Air Force Base for his basic training.

Joe Goes on with His Story

.... From March Air Force Base, Joe was sent to Hawaii.
.... Joe had duty in Tokyo.
.... Joe is now stationed at Langley Air Force Base.
.... In Hawaii, Joe received orders to go to Japan.
.... At March Air Force Base, Joe was given advanced training.

Lesson 64 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

Here are more endings which may be added to words to make different words.

The endings are: "able," "th," "ty," and "ly."

Here are some examples:

enjoy	enjoyable
six	sixth or sixty
safe	safety or safely
live	lively

Add one of the endings to these words. Write the new words.

grow	real	for	ten
....	....	....	....
soft	eleven	fourteen	safe
....	....	....	....
four	break	week	enjoy
....	....	....	....
seven	use	comfort	six
....	....	....	....
change	like	month	eat
....	....	....	....

Add one of these endings: "able," "th," "ty," or "ly" to the words in these sentences.

1. Bob and Pete were finding Washington enjoy............
2. The buddies were having a live............ time.
3. They will like............ return to Washington.
4. Friday was the six............ day of Pete's leave.
5. By Wednesday, Pete had spent for............ dollars.
6. The buddies moved about Washington in safe............
7. Bob found Mary a like............ girl.
8. Pete reports back to duty on the fourteen............ day of the month.

Lesson 65 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

The sentences below are about the Army, the Navy, and the Air Force.

After reading each sentence, circle the proper word.

1. They defend the air frontier.
    Air Force
    Army
    Navy

2. It is the largest branch of the Service.
    Air Force
    Army
    Navy

3. They fly the ships of the air.
    Air Force
    Army
    Navy

4. They man the big ships.
    Air Force
    Army
    Navy

5. It is the newest branch of the Armed Forces.
    Air Force
    Army
    Navy

6. Tanks and field guns are important equipment.
    Air Force
    Army
    Navy

7. Their ships shell the shore, their airplanes cover the landing.
    Air Force
    Navy
    Army

Lesson 66 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

A. You have learned that words can be divided into syllables.

Here are groups of letters (syllables) that can be put together to make two-syllable words.

The two syllables		The word
air	craft	....
sail	or	....
ser	geant	....
mak	ing	....
bud	dies	....
train	ing	....
ho	tel	....
to	ward	....
ques	tion	....
land	ing	....

B. A syllable is left out of one word in each sentence below. Write in the syllable.

1. Bob is a sail............
2. Bud............ are good friends.
3. Joe Stone is an Air Force ....geant.
4. Joe went to the ....tel with the buddies.
5. From Hawaii, Joe's out............ was sent to Japan.
6. Joe is proud of be............ an Air Force sergeant.

Lesson 67 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

Opposite each number is a true statement. After the statement are four sentences. In each group of sentences, there is one sentence that should not be there because it does not belong with the others. Draw a line through the sentence that should not be there.

1. Joe Stone was born in Rivertown.

   Joe left Rivertown when Pete was in high school.
   From Rivertown, Joe moved to Chicago.
   Bob and Pete knew Joe when he lived in Rivertown.
   Tim Samson is now in the Army.

2. Friday morning the buddies were having a late breakfast.

   They sat talking and making plans for the day.
   The Yankees are a great baseball team.
   Bob saw an Air Force sergeant who looked familiar.
   Pete thought that he knew the Air Force sergeant.

3. Joe Stone told Pete and Bob about his travels.

   The Army has many special branches.
   Joe got in good condition at Kelly Air Force Base.
   Hawaii was Joe's first stop, after leaving the United States.
   Joe said that he liked Tokyo best of the Japanese cities.

4. Bob asked Joe about the Japanese cities.

   Tokyo has beautiful parks.
   The large Japanese cities are much like ours.
   The swimming was good in Hawaii.
   Japanese cities have paved streets and streetcars.

Lesson 68 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

Write the things that you have learned about Joe Stone.

Be sure to use complete sentences.

Joe Stone

1. His branch of the Service.

2. Where Bob and Pete first knew Joe.

3. Where he joined the Air Force.

4. His basic training in the Air Force.

5. Joe Stone's travels in the Air Force.

6. Where Joe is stationed now.

Lesson 69 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

Do you know the people who are in this chapter of the story?

Write a name on each line, after you have read the sentence.

The names are at the bottom of the page.

1. He was an Air Force sergeant whose shoes were always shined. ....
2. He had been dreaming about Mom and Dad. ....
3. He had found a new girl, while on this leave. ....
4. She is a swell girl whose home is in Washington. ....
5. Her son wrote a letter to her. ....
6. He and his wife sent their son money for his furlough. ....
7. He had been a soldier in the first world war. ....
8. She is a Rivertown girl visiting in Washington. ....
9. She prepared a home-cooked meal for the buddies. ....
10. He had been on duty in Tokyo. ....
11. He was making a good record in the Army. ....
12. He was learning to be a Navy radioman. ....

Mr. Barnes
Pete
Mary
Sue
Mr. Brown
Joe Stone
Mrs. Barnes
Bob
Mrs. Brown

Lesson 70 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

Here is some more work on syllables. The work will help you know how to divide a word into syllables.

A. If there are two like consonants within a word, you can divide the word into syllables. The place to divide the word is between the two consonants.

Here is an example: din|ner.

sunny
dinner
pretty
running
thinner

written
supper
inning
support
differ

arrange
kidded
better
sudden
taller

follow
summer
middle
apple
butter

B. Endings (suffixes) are syllables. Divide these words into syllables. Here are examples:

new|ness, loud|ly, hate|ful, count|ed.

older
visited
living
going

restful
sharply
newness
shipment

monthly
wanted
softer
restless

reminded
helpless
fighting
soundless

C. Letters added to the front of words (prefixes) are syllables. Divide these words into syllables.

re|mind
dislike
delay

always
today
delight

beside
unlike
remark

unheard
return
mistake

Lesson 71 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

The following quotations are on pages 213–219.

Can you tell who said these words?

Will you also write the number of the page on which you find the quotation?

	Name	Page
1. "Air Force men always look sharp."		
2. "What do you want to do this afternoon?"		
3. "Mary is coming to visit me sometime."		
4. "I've made a good start, Sue."		
5. "I think I'll get some sack time."		
6. "It has been the best week of my life."		
7. "This has been a wonderful week."		
8. "I've seen a lot of men of the Air Force."		
9. "My money is running low."		
10. "There is no one else, now."		
11. "They must be proud of their outfit."		
12. "I am tired and sleepy."		
13. "I want you to wait for me, Sue. If I make good in the Army, we can be together all of the time."		
14. "Pete, will you be going out with other girls?"		

Lesson 72 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

Here are some words that have more than one meaning:

show turn letter fast back

In the sentences below, these words are used to mean different things. Choose the correct word to go on each line.

1. Bob went to bed and was soon .... asleep.
2. Pete went to Washington on a .... train.
3. Bob has learned how to swim very ....
4. It was Newsom's .... to pitch.
5. Sue ....ed toward Bob.
6. Pete told Bob, ".................................... the picture over."
7. There is a .... in the monument steps.
8. .... that way when you go out.
9. Bob and Pete took Mary and Sue to a picture ....
10. Mary ....ed the city of Washington to her friends.
11. Pete wrote a .... to his folks.
12. There was a .... box by the hotel desk.
13. There are four ....s in the name "Pete."
14. Tomorrow, Bob and Pete go .... to duty.
15. At the ball game, the buddies sat .... of third base.
16. In the third inning, a fielder hurt his ....

Lesson 73 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

Read pages 213–219 again. Then answer the questions below. Be sure to write complete sentences.

1. **When will Bob and Mary meet again?**

   ....

   ....

2. **When will Pete see Sue again?**

   ....

   ....

3. **When will Mary see Sue again?**

   ....

   ....

4. **Why does Pete ask Sue to wait for him?**

   ....

   ....

5. **What are three things that Pete writes to his parents?**

   (1) ....

   (2) ....

   (3) ....

Lesson 74 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

You have had two-syllable words. Here are some words that have three syllables in them. Below each word is the same word divided into syllables.

reminded	Washington	yesterday	afternoon
re mind ed	Wash ing ton	yes ter day	aft er noon

A. Divide each word below into three syllables by drawing two lines.

Do it like this:	won|der|ful	be|gin|ning	
Rivertown	questioning	yesterday	beautiful
together	reminded	exactly	interest
answering	Washington	furniture	expected
afternoon	condition	tomorrow	excitement

B. Five of the words below have only two syllables.
Draw circles around those words.

invasion	funny	beginning	battleship
enjoy	older	unbutton	yesterday
baseball	sightseeing	signalman	cheerfully
opposite	underwear	newspaper	answer
wondering	suddenly	hamburger	destroyer
tablecloth	delightful	government	expected

Lesson 75 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

A. Each group of words on the right completes a sentence started on the left. Show which groups of words go together by writing a number in each box. Numbers one and three are done for you.

Read pages 221 and 222 over again.

1. Pete had made up his mind
2. Five months had passed since
3. Pete went into the Infantry
4. Pete became
5. When Infantry School was finished
6. Pete was in
7. The Blue Army won
8. Tex was not
9. Idaho was in
10. Tex was now working

a. 3 as he had planned.
b. ☐ Pete went on maneuvers.
c. ☐ the Blue Army.
d. ☐ the Tank Corps.
e. ☐ at Camp Allen.
f. 1 to stay in the Army.
g. ☐ in the oil fields.
h. ☐ the maneuvers.
i. ☐ Bob and Pete were in Washington.
j. ☐ a full-fledged infantryman

B. Here are some words from pages 221 and 222.

Divide them into syllables by drawing lines.

Some of the words have two syllables, other have three syllables.

cor|por|al
infantry
became
later

army
rapidly
into
second

decided
letter
doing
furlough

only
Allen
working
sergeant

Lesson 76 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

Put a fourth word of the same kind on each line.

You may use the words at the bottom of the page.

1. soldier coastguardsman marine ....
2. Friday Monday Wednesday ....
3. days weeks years ....
4. blue brown yellow ....
5. Infantry Tank Corps Artillery ....
6. Washington Rivertown Norfolk ....
7. boatswain fireman radioman ....
8. Bob Pete Mary ....
9. father mother sister ....
10. tomatoes potatoes peas ....
11. summer fall spring ....
12. truck train tank ....
13. shirt shoes trousers ....
14. cow pig dog ....
15. private captain sergeant ....

---

signalman
winter
corporal
Sue
months
Sunday
beets
car
horse
Engineers
sailor
New York
brother
cap
red

Lesson 77 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

Read Pete's letter on page 223. Write the answers to the questions about Pete's letter.

Write your answers in complete sentences.

1. What was the good news that Pete had for Bob?

   ....

2. When will Pete get his next furlough?

   ....

3. How long will Pete's furlough last?

   ....

4. What are Pete and Bob planning together?

   ....

5. What did Pete tell Bob about maneuvers?

   ....

6. What does Pete ask Bob about Radio School?

   ....

7. What does Pete say about Mary?

   ....

8. What day did Pete write his letter?

   ....

Lesson 78 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

Be careful of these words. Some of them look much alike, such as fine and find. Others sound much alike, such as road and rode. Draw a line under the correct word.

find
1. Pete had made up his to stay in the Army.
mind

choice
2. Bob had made a good .
voice

food
3. The buddies had worked hard to make .
good

letters
4. On Monday, Bob wrote two .
betters

went
5. Pete on maneuvers.
sent

heave
6. Bob found out about his .
leave

how
7. Tex was working in the oil fields.
now

fine
8. "A letter from Pete? That's !"
find

read
9. This is the letter that Mrs. Brown .
said

way
10. "Maybe we will amount to something some ."
day

Lesson 79 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

Again read Bob's letters on pages 225 and 226.

A. Answer these questions about Bob's letter to Mary.

Draw a line under the correct answer.

1. When did Bob write to Mary?
   Sunday Thursday Monday
2. What good news did Bob write about?
   mother's illness his leave his promotion
3. When will Radio School be finished?
   ten more days tomorrow September
4. How long was Bob's leave to be?
   two days eight days eighteen days
5. Whom did Bob tell Mary to see?
   her boss her mother Uncle Ned

B. Answer these questions about Bob's letter to Pete.

1. What is Bob's rate in the Navy now?
   sergeant seaman first class radioman third class
2. When does Bob expect to arrive in Rivertown?
   the day after Pete the day before Pete last week
3. What had happened to Pete that Bob thinks is fine?
   the maneuvers his sore feet his promotion
4. On what day did Bob write the letter to Pete?
   Saturday Sunday Monday
5. Whom does Bob want to bring to Rivertown?
   Sue Mary Ann

Lesson 80 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

Do you know how Pete and Bob are getting ahead in the Army and Navy? You remember Tex and Idaho? Do you know what has happened to them? See if you can answer these questions.

Write complete sentences.

1. Is Pete still a private in the Army?

....

2. What special branch of the Army did Pete go in?

....

3. Is Idaho still in the Army?

....

4. What happened to Tex?

....

5. What is Bob's rate in the Navy now?

....

6. Where is Pete stationed now?

....

7. Did Bob get the special branch he wanted in the Navy?

....

8. What Navy training school is Bob in now?

....

Lesson 81 (Chapter 34, pages 228–232)

The Home Folks Get Ready for a Visit

Opposite each number is a true statement. Below the statement are four sentences. In each group of sentences, there is one which should not be there because it does not belong with the others. Draw a line through the sentence that does not belong with the others in the same group.

1. Mrs. Brown was busy getting ready for Pete's visit.
    a. She bought a new dress.
    b. Mrs. Brown cleaned the farm house.
    c. She cooked and baked.
    d. Mr. Brown worked in the department store.
2. Sue, too, was busy getting ready for Pete.
    a. The *Rivertown Weekly News* is a small newspaper.
    b. Sue bought some new clothes.
    c. She planned a picnic for Pete.
    d. She arranged to go to a dance.
3. Pete wrote a letter to his mother and father.
    a. He told them that he would have a ten-day furlough.
    b. Sergeant Hanna is in charge of Barracks 23.
    c. Pete wrote that Bob was coming to Rivertown.
    d. Pete asked his father about the corn crop.
4. Every Saturday Pete's mother and father go to Rivertown.
    a. They sell eggs and other things from the farm.
    b. They put fresh vegetables in the frozen food locker.
    c. Pete learned how to swim well, in the Army.
    d. They put chickens and meat in the frozen food locker.

Lesson 82 (Chapter 34, pages 228–232)

The Home Folks Get Ready for a Visit

The *Rivertown Weekly News* is a small newspaper. The people in Rivertown read it because it tells them about their friends. Many newspapers are larger and have many kinds of news. You should learn how to read the newspaper.

Some of the things you can learn from a newspaper are: news about the world, news about the weather, news about the United States, sports news, news of your own city, the comics.

Here are some things you may read about in a newspaper.

Put a cross (X) in a box to show what kind of news each one is.

	World News	Weather	Sports	United States News	Your Own City	The Comics
Washington Senators Play New York Yankees			X			
Rain and Cooler Tomorrow						
President Plans Trip to California						
Hunger in Europe						
Main Street to Be Paved						
Joe Palooka						
Japanese Cities Rebuilt						
Big Air Force, Army, and Navy Needed						

Lesson 83 (Chapter 34, pages 228–232)

The Home Folks Get Ready for a Visit

Here is more practice with syllables. This time you will have two-syllable words, three-syllable words, and four-syllable words.

Draw lines between the syllables.

Two-syllable words

fur|lough
also
parent
arrive
Friday
weekly
answer
hungry
seeing
coming
swimming
thirty
picnic
happy
needed
supper

Three-syllable words

de|part|ment
answering
disappoint
Washington
corporal
disappear
newspaper
together
rearrange
unhappy
Saturday
uncommon

Four-syllable words

veg|e|ta|ble
uncommonly
machinery
remembering
reappointed
interesting
disappointment
infantryman

Words of two-, three-, and four-syllables

parent
corporal
thirty
uncommonly
coming
newspaper
answer
unhappy
together
weekly
infantryman
himself
vegetable
supper
picnic
Saturday

Lesson 84 (Chapter 34, pages 228–232)

The Home Folks Get Ready for a Visit

Here are some sentences from Chapter 34.

Find the number of the page on which each sentence is written. Write the number on the line by each sentence below:

Page Number

1. "Your loving son, Corporal Pete Brown." ....
2. In the department store the Browns met Sue. ....
3. Rivertown has a weekly newspaper. ....
4. "All my plans are working out fine." ....
5. Yes, they would have a great time. ....
6. Mr. and Mrs. Brown were at the supper table. ....
7. She cooked and baked. ....
8. Mr. Brown needed a good crop. ....
9. "Bob was able to get a leave, too." ....
10. "Pete will be proud of you." ....
11. Every Saturday Pete's mother and father go to Rivertown. ....
12. "All right, Dad, I will get a new dress if you buy a new shirt and necktie for yourself." ....

Lesson 85 (Chapter 35, pages 233–239)

Pete's First Day at Home

Read pages 233–236 again. Some of the sentences below are true, others are false. Draw a circle around Ⓣ or Ⓕ after each sentence.

1. Sue arrived at the railroad station late. T F
2. It had been five months since Pete had seen Sue. T F
3. The train arrived at eleven-thirty. T F
4. Sue had received a telegram from Mary. T F
5. The telegram said Mary would arrive as planned. T F
6. The telegram had been sent from Washington, D.C. T F
7. Sue and Pete ate lunch in Rivertown. T F
8. Sue and Pete drove to the farm in Mr. Brown's truck. T F
9. Pete looked at the crops, as they drove to the farm. T F
10. The telegram said that Mary's mother was ill. T F
11. Pete did not see any new buildings, on the way to the farm. T F
12. Pete thought that his mother looked much older. T F
13. There had been no rain for two weeks. T F
14. Mr. Brown looked tired. T F
15. Pete had read the *Rivertown Weekly News* at camp. T F
16. Mr. Brown had phoned the newspaper office about Pete. T F
17. Pete told his folks about his promotion to sergeant. T F
18. The highway to the farm had been repaired. T F
19. There was nothing in the newspaper about Bob and Pete. T F

Lesson 86 (Chapter 35, pages 233–239)

Pete's First Day at Home

You have had a lesson on reading the newspaper.

The *Rivertown Weekly News* has lots of news about people who live in and near Rivertown. It had news of Pete Brown and Bob Jones coming home for a visit. All their friends would want to read about them.

Read the news story on page 236, which tells about Bob and Pete coming home. Did you get all of the news from the story in the *Rivertown Weekly News?*

1. When did the newspaper say Pete and Bob would arrive?
2. What did the paper call Pete?
3. Whom did the "News" say Pete would visit?
4. Where is Corporal Brown on duty?
5. How did the paper say that Pete would be remembered?
6. What training did the paper say Bob is taking?
7. What did the newspaper call Bob?
8. Where is Bob now stationed?

Lesson 87 (Chapter 35, pages 233–239)

Pete's First Day at Home

You have had many practice lessons on word endings.
You have used all of these endings:

s es ed er est ly y ty n d
en th ful ment able ness less ish ing

Put one of the endings on each of these words.
Be sure that you make a real word.

wait	quick	near	strong
excite	chick	know	new
repair	part	help	full
glad	for	uniform	certain
surprise	enjoy	sweet	disappoint
dish	fool	cross	dress
eight	worth	ship	rain
sound	kind	ten	go
froze	return	eat	Thursday
small	wash	serious	please

Lesson 88 (Chapter 35, pages 233–239)

Pete's First Day at Home

Read this story:

Pete Sees the Farm Again

Pete Brown was born on a farm. He had lived on a farm all of his life until he joined the Army. After a year in the Army, Pete came home on a furlough. He was glad to see the farm again. Pete wanted to see the machinery, animals, and crops.

Pete has a hunting dog. Her name is Brownie. Pete's father took him to the barn. There was Brownie, with ten young puppies! Brownie wagged her tail. She was happy to see Pete.

Pete liked machinery. Mr. Brown had not liked machinery. Pete was surprised! His father had bought two new machines, a corn picker, and a combine. Pete looked at the new machines. He was much impressed.

Pete and his father walked through the fields and looked at the crops. The rain had helped the corn. It looked fine. Pete then looked at his mother's garden. He admired the vegetables and flowers.

Did Pete's father surprise him? Write two sentences that tell what Pete saw that may have been a surprise to him.

1. ....

....

2. ....

....

Lesson 89 (Chapter 35, pages 233–239)

Pete's First Day at Home

You have studied these prefixes: "un," "re," "dis."

See if you remember how to use them. Add one of these prefixes to the words in the sentences, where they are needed.

1. Brownie's puppies were .... noticed by Pete, until he went to the barn.
2. Pete had just .... turned from maneuvers.
3. When Pete got home, he ....packed his bag.
4. Pete ....told the story of how he was promoted.
5. Mr. Brown told Pete that he would ....paint the barn.
6. Mrs. Brown ....tied the package Pete had brought her.
7. For many years, Mr. Brown had ....liked machinery.
8. Pete had never ....obeyed his parents.
9. Mary was ....able to come to Rivertown.
10. Bob was very ....happy about it.
11. Sue thought it was ....fortunate that Mary had to change her plans.
12. Pete could see no ....order about the big farmhouse.
13. Mrs. Brown had to ....plant her garden.
14. Some people ....like succotash.
15. Pete proudly ....played his corporal's chevron.

Lesson 90 (Chapter 35, pages 233–239)

Pete's First Day at Home

Read the questions below. Write in the missing word for each sentence. The words are at the bottom of the page.

1. Sue had bad news. A .... had come from Mary.

2. Mrs. Brown had cooked Pete's favorite dish ....

3. Pete dried the .... as he and his mother talked.

4. It was just eight .... when Pete drove away.

5. The Browns have a frozen food ....

6. Mr. Brown showed Pete a new corn ....

7. Brownie had .... young puppies.

8. Many of Mrs. Brown's .... were still in bloom.

9. There was a story in the .... about Pete and Bob.

10. Pete Brown is now .... Brown.

11. Pete had been a star .... at Rivertown High School.

12. Mr. and Mrs. Brown were waiting on the ....

picker
succotash
flowers
o'clock
newspaper
telegram
dishes
Corporal
porch
athlete
ten
locker

Lesson 91 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

Read the first part of the sentence. Then read the three groups of words after it. Draw a line under the group of words that makes the sentence true.

1. Pete said,
   "Tim will be here soon."
   "Bob is going to be unhappy because Mary cannot come."
   "The *Rivertown Weekly News* has lots of stories in it."

2. Sue said,
   "Oh, how I wish that I had a car!"
   "This red dress does not fit me!"
   "Oh, how I wish Mary were coming too."

3. Mary answered,
   "Mother became much better."
   "We just got a new puppy."
   "I always like to ride on trains."

4. Bob added,
   "I have learned to walk on my hands."
   "Rivertown and Washington are exactly alike."
   "I was surely glad to get the news that Mary could come."

5. Mrs. Brown said,
   "The house is painted green."
   "We shall have plenty of food."
   "Bob likes the Army."

Lesson 92 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

When we add endings to words, we must sometimes change the base word.

A. When a consonant follows a vowel, double the consonant before you add "ed," "er," "ing," or "y."

pup	run	big	let
puppy			
fun	sit	slam	stun
ship	shut	stop	hop

B. When you put an ending on a word that ends in "y," you must change the "y" to "i" before adding the ending.

Add "es," "er," "est," or "ly" to these words.

happy	early	funny	busy
happily			
merry	try	pretty	sorry

C. When you put the ending "ing" on a word that ends in "e," you must first drop the "e."

ride	decide	surprise	dance
riding			
come	smile	arrive	dive

Lesson 93 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

Opposite each number there is a true statement.

Below the statement are four sentences. In each group of sentences, there is one that should not be there because it does not belong with the others.

Draw a line through the sentence that does not belong with the other sentences in each group.

1. At nine o'clock that night, Pete and Bob drove up in front of the Adams house.
    - a. They were dressed in their best uniforms.
    - b. The khaki and blue looked very smart.
    - c. The girls were not quite ready.
    - d. Young calves need good care.
2. The buddies had a good time at the dance.
    - a. The dance band was good.
    - b. The boat ride on the Potomac had been fun.
    - c. Pete and Bob saw many of their old friends.
    - d. Bob was proud to have his friends meet Mary.
3. By midnight the two couples had danced enough.
    - a. That morning, Pete had milked the cows.
    - b. Bob suggested that they go for a ride.
    - c. All agreed that it was a good idea.
    - d. Pete suggested that they drive out to Joe's Place.
4. Suddenly, Pete slammed on the brakes.
    - a. A car had gone off the bridge.
    - b. Two people were struggling in the water.
    - c. Don't cross a bridge until you get to it.
    - d. Bob and Pete saved the victims of the accident.

Lesson 94 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

Most syllables have a vowel sound. In the last syllable of words ending in "le," like table, able, and apple, the "l" takes the place of the vowel. In words like these, the first syllable sounds stronger, that is, it is accented. You show which syllable is accented by putting a mark like this (′) after the accented syllable.

A. Divide each word into syllables and put in the accent mark. Do it like this: ta′|ble, a′|ble, ap′|ple

people
paddle
rattle
ripple
grumble

cattle
article
puzzle
rumble
pickle

gentle
bundle
Bible
chuckle
startle

fumble
handle
purple
needle
bubble

B. When "ing" is added to one of these words, the last syllable has a vowel sound. Say these words to yourself:

pad′|dling grum′|bling puz′|zling

What vowel is sounded in the last syllable of each of the three words above? ....

C. Divide these words into syllables and put in the accent mark.

paddling
bubbling
startling

handling
chuckling
stumbling

rattling
puzzling
fumbling

pickling
rumbling
battling

Lesson 95 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

A. Number the sentences below, from 1 to 8, to show the order in which these things happened.

.... The two couples went to Pete's car.

.... Pete drove the girls to the Adams home.

.... Sue and Pete were waiting when the two o'clock train arrived.

.... A police car had arrived.

.... They had driven three miles out of Rivertown.

.... Sue cried, "There is Mary!"

.... Bob and Pete dived into the water.

.... At nine o'clock that night, Pete and Bob drove up in front of the Adams house.

B. Do the same with these sentences.

.... It was five o'clock when Pete left Sue and Mary.

.... Mary ran toward Sue.

.... Bob and Pete were wet and cold.

.... Passengers began getting off the train.

.... The man could talk, but was badly hurt.

.... Pete took Bob home first.

.... The headlights showed two people struggling in the water.

.... A car just went off the bridge into the river.

Lesson 96 (Chapter 37, pages 246–252)

Plans for the Future

Give the number of the page where you find the answers to these questions.

Page Number

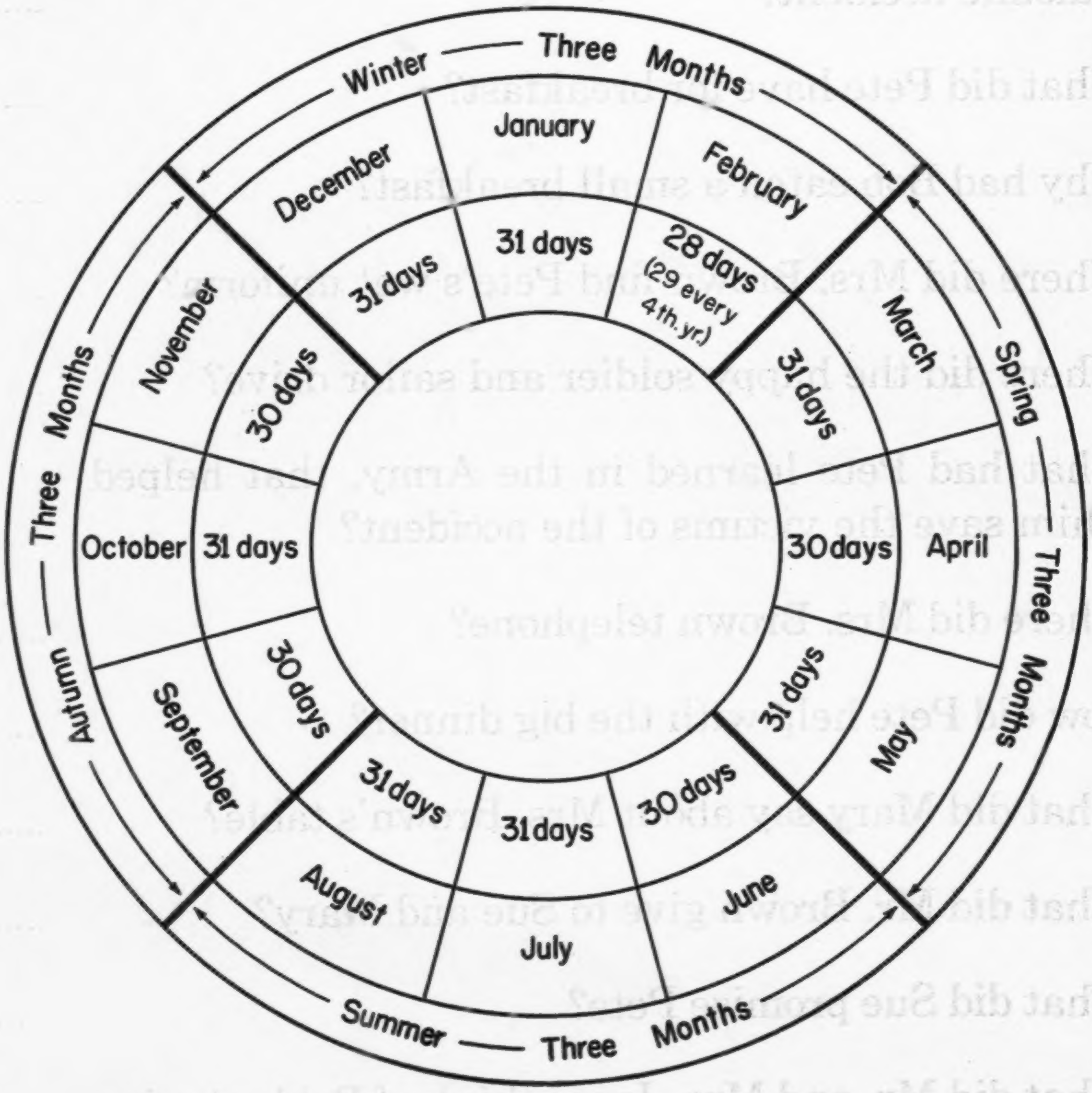
1. What is the name of the man who was in the automobile accident? ....
2. What did Pete have for breakfast? ....
3. Why had Bob eaten a small breakfast? ....
4. Where did Mrs. Brown find Pete's wet uniform? ....
5. Where did the happy soldier and sailor drive? ....
6. What had Pete learned in the Army, that helped him save the victims of the accident? ....
7. Where did Mrs. Brown telephone? ....
8. How did Pete help with the big dinner? ....
9. What did Mary say about Mrs. Brown's table? ....
10. What did Mr. Brown give to Sue and Mary? ....
11. What did Sue promise Pete? ....
12. What did Mr. and Mrs. Jones think of Bob's staying in the Navy? ....
13. What did Mr. Brown show to Mr. Jones? ....
14. Where did the Browns go, after the roast was put in the oven? ....

Lesson 97 (Chapter 37, pages 246–252)

Plans for the Future

You know the names of the days of the week. It is important that you know the names of the months of the year.

A. Here is a chart showing the names of the twelve months in order, the number of days in each month, and the four seasons of the year.


Winter — Three Months
January
31 days
February
28 days (29 every 4th. yr.)
March
31 days
Spring — Three Months
April
30 days
May
31 days
June
30 days
July
31 days
Summer — Three Months
August
31 days
September
30 days
Autumn — Three Months
October
31 days
November
30 days
December
31 days

B. This poem may help you remember the number of days in each month:

"Thirty days has September
April, June, and November.
All the rest have thirty-one
Excepting February, which has twenty-eight."

Lesson 98 (Chapter 37, pages 246–252)

Plans for the Future

A. Draw circles around the words that are the names of things to eat.

roast pork
cole slaw
potatoes
shoes
dance
swim
cake
carrots
peas
church
beets
movies
cook
hunting
tomato soup
fried chicken

B. Draw circles around the words that are the names of things to do.

shoot
dinner
dance
food
table
read
menu
swim
drive
sleep
career
study
hunt
hospital
fish
walk

C. Draw circles around the words that are the names of places to go.

church
Mount Vernon
seaman
home
corporal
movies
Mary
answer
restaurant
cake
hotel
serious
maneuvers
dance hall
private
Washington

Lesson 99 (Chapter 37, pages 246-252)

Plans for the Future

Do you know the people about whom you have read in the book *Men in the Armed Forces?*

Each of these paragraphs is about one of the characters in the book. Write a name on the line at the side of each paragraph.

1. .... He is a fat happy fellow. His home is in the largest state. Ice cream is his favorite food. He wanted to get in the Army Engineers. Weak feet kept him from staying in the Army.

2. .... He is a young man from Rivertown who has been in the Army for a long time. At one time he was stationed in Hawaii. His father runs a feed store in Rivertown.

3. .... One day he went hunting with his buddy. They both decided to go in the Service. This fellow joined the Army and became an infantryman. He is now a corporal. This soldier has good reason for wanting to be a sergeant!

4. .... Her home is in Washington. She works in a drug store, but is studying at night to get a better job. Her brother is in the Coast Guard. Her father was a soldier in World War I. Her boy-friend is a sailor.

Plans for the Future

5. .... He is another young man from Rivertown. He, too, went hunting one day. He decided to join the Navy. His father is a painter who wanted his son to do something different with his life. This sailor is now studying to be a radioman. He is now a seaman in the United States Navy.

6. .... Her son joined the Army. She lives near Rivertown, on a farm. She is a good cook and enjoys having friends in for dinner. She is glad her son is getting along so well in the Army. She takes care of her chickens and the garden.

7. .... He likes to talk about his son, who is in the Army. He runs a feed store in Rivertown. He bought eggs and chickens from the young farmer who later entered the Army.

8. .... This young man moved to Chicago from Rivertown. While in Chicago he joined the United States Air Force. He has been to Texas and California. His duty has taken him to Hawaii and Japan. He is now stationed at Langley Air Force Base, Virginia. One day he met two old friends in Washington.

Plans for the Future

9. .... A tall, slim, good-looking young man reported to Camp Allen. He is proud of his native state. He told the other soldiers that the best potatoes are grown there. He is in the Tank Corps of the Army, and is doing very well.

10. .... He owns a farm near Rivertown. His son helped him on the farm, before he joined the Army. He likes horses. He learned to use farm machinery after his son left the farm. He now has a new corn picker and combine. His son makes him very proud.

11. .... She is one of the prettiest girls in Rivertown. She likes to dance. She visited a girl-friend in Washington. Her boyfriend is a soldier. She has promised to marry him. She is looking forward to being an Army wife.

12. .... An "old-timer" in the Army, he is now in charge of Barracks Number 23 at Camp Allen. He is very helpful to new recruits. He tells them how to get along in the Army. He advises his men on how to use their money. He knew about the Hotel Senator in Washington.

Lesson 100 (Chapter 37, pages 246–252)

Plans for the Future

Answer the questions below. Write your answers in complete sentences.

1. You have just finished reading a book about two buddies in the Army and Navy who have a friend in the Air Force. What is the name of the book?

   ....

2. You have just read the descriptions of twelve characters in this book.

   Name the three characters who were most interesting to you.

   ....

3. What do you like about these three persons?

   a. ....

   b. ....

   c. ....

4. What part of the book did you like best?

   ....

   ....

   ....

U. S. GOVERNMENT PRINTING OFFICE : 1956 O - 408697

ALPHABET IN CURSIVE HANDWRITING

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m
n o p q r s t u v w x y z

NUMBERS

1	2	3	4	5	6	7	8	9	10
ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN